



ROYAL  
HOLLOWAY  
UNIVERSITY  
OF LONDON

School of Law

MSc Forensic Psychology  
Programme Handbook

2017-18

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School of Law  
Royal Holloway, University of London  
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#### Disclaimer

This document was published in September 2017 and was correct at that time. The Department\* reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of programmes of study, to discontinue programmes, or merge or combine programmes if such actions are reasonably considered to be necessary by the College. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible.

\* Please note, the term 'Department' is used to refer to both 'Departments' 'Centres' and 'Schools'. Students on joint or combined degree programmes will need to use two departmental handbooks.

**An electronic copy of this handbook can be found on your Departmental website ([www.royalholloway.ac.uk/law](http://www.royalholloway.ac.uk/law)) where it will be possible to follow the hyperlinks to relevant webpages.**

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## 1 Introduction to the Department

### 1.1 Welcome

**Welcome to the School of Law at Royal Holloway, University of London.** You are just about to join, or return to, a School with an excellent reputation for high quality research and teaching and for its engagement in policy and practice through active involvement with government bodies and voluntary and statutory agencies. The high quality of our programme means that you will be taught by a very strong and enthusiastic team spanning the School of Law and the Department of Psychology. The contributions to the programme from academics in Psychology, Criminology and Law reflect the multidisciplinary context of applied forensic psychology and will develop your skills in integrating multidisciplinary concepts and communicating to multidisciplinary colleagues. The strong links with external practitioners in the field of forensic psychology give the programme a distinctive emphasis on detention and prisoners, the assessment and treatment of the mentally disordered offender and young people in the Criminal Justice System.

The core philosophy of our MSc Forensic Psychology is guided by our goal of training you in the researcher-practitioner model, the interrelationship between scientific research and forensic psychological practice. You will develop a solid foundation in scientific research methods so that you can design, conduct and analyse empirical psychological research; you will be trained in qualitative and quantitative methods and in ethical issues relating to research and practice. The four core forensic psychology content courses cover the knowledge base necessary to critically understand the interrelationship between scientific research and forensic psychological practice. You will develop transferable skills of analytical and critical thinking (e.g. seminar discussions, critical reviews), written and oral communication style (e.g. report writing, group working, presentations), and professional skills (e.g. providing oral evidence) throughout the programme. Your personal and professional development will be facilitated through self-reflection, formative and summative feedback, advice from Royal Holloway Careers Service, bespoke careers advice through the programme team and opportunities to engage in additional academic and professional practice sessions (e.g. seminars, work experience). Our MSc Forensic Psychology is taught via lectures, seminars and participative workshops by experts in their respective domains of research and/or practice. Guided by the researcher-practitioner model, you will build a conceptual foundation of knowledge and core skills for training as a forensic psychologist.

You have worked hard to get to this point in your academic career and you will have to work hard in order to achieve your Masters degree. We understand that managing multiple life demands can be challenging and we in the School of Law and the College are here to support you to achieve your potential. You might want to pursue a professional academic or practitioner career in psychology or you might engage in the MSc Forensic Psychology in order to further develop and consolidate key transferable skills. Regardless of your intended future goal aspirations, a knowledge and engagement with the British

Psychological Society Code of Ethics and Conduct is critical to your personal and professional development and I strongly encourage you to (re-)familiarise yourself with this document and strive to engage with your MSc programme, staff and peers with these professional guidelines in mind.

[http://www.bps.org.uk/system/files/Public%20files/bps\\_code\\_of\\_ethics\\_2009.pdf](http://www.bps.org.uk/system/files/Public%20files/bps_code_of_ethics_2009.pdf)

This handbook will tell you the key facts about the structure and content of your programme and contains a lot of information about how your teaching is organised and who is responsible for particular aspects of teaching and learning. If you have further questions, talk to me or one of your tutors, lecturers, course coordinators, or to our friendly support staff – we always have an open ear for your questions, and are always keen to support you.

We are confident that we can provide you with a programme that will offer a fine mixture of intellectual stimulation and professional training and that you and your fellow students are the right people to be successful in this course. Enjoy the opportunity of our MSc Forensic Psychology and continue to create opportunities for your career moving on from your success at Royal Holloway.

**Dr Emily Glorney**  
**Director, MSc Forensic Psychology**

## **1.2 How to find us: the Department**

**School of Law** (this is your lead Department)

Our administrative team is located in ABG1 in the Arts Building. The academic staff for the School of Law are also located in the Arts Building.

The office hours for the Law Administration Department are 9am-1pm and 2pm-4pm, Monday-Friday. If you need to arrange an appointment outside these hours then please contact [CrimSoc-AdminStaff@rhul.ac.uk](mailto:CrimSoc-AdminStaff@rhul.ac.uk).

**Department of Psychology**

The office hours for the Psychology Administration Team are 9:00am - 5:00pm, Monday-Friday. If you need to arrange an appointment outside these hours then please contact [psyoffice@rhul.ac.uk](mailto:psyoffice@rhul.ac.uk). Most academic staff offices are located The Wolfson Building (number 34 on the [campus map](#)).

### 1.3 Map of the Egham campus



Student parking is limited and a parking permit is required. This can be obtained online via <http://royalholloway.firstparking.co.uk>.



## 1.4 How to find us: the staff

A full list of staff names and contact details is available on each of the Departments web pages.

### School of Law

<https://www.royalholloway.ac.uk/criminologyandsociology/staffdirectory/home.aspx>.

All general queries should firstly be directed to the Faculty Administrator, Tracey Hurford, who is located in ABG1 in the Arts Building. Telephone extension number **4085** or email [tracey.hurford@rhul.ac.uk](mailto:tracey.hurford@rhul.ac.uk).

The school of Law administrative team consists of:

<b>Vicky Titchmarsh</b>	Faculty Administrator	01784 41(4235)
<b>Tracey Hurford</b>	Faculty Administrator	01784 41(4085)
<b>Maria Wright</b>	School Manager	01784 27(6788)

Department of Psychology [http://www.pc.rhul.ac.uk/web/About\\_us/staff\\_directory.asp](http://www.pc.rhul.ac.uk/web/About_us/staff_directory.asp).

Our administrative team is located on the ground floor of the Wolfson Building (W118) just behind the reception desk. Along with this handbook, the Departmental office should be your primary source of information.

The office hours for the Psychology Administration Team are 9:00am - 5:00pm, Monday-Friday. If you need to arrange an appointment outside these hours then please contact [psyoffice@rhul.ac.uk](mailto:psyoffice@rhul.ac.uk)

<b>Sharon Clutterbuck</b>	Postgraduate Administrator	01784 44(3528)
<b>Karen Harding</b>	Postgraduate Administrator	01784 27(6755)
<b>Jennifer (Jen) Lutley</b>	Undergraduate Administrator	01784 44(3526)
<b>Victoria (Vicky) Gilyatt</b>	Undergraduate Administrator	01784 27(6293)
<b>Vanessa Law</b>	Department Manager	01784 44(3598)
<b>Jane Coller</b>	Finance Administrator	01784 44(3599)
<b>Sam Bassingthwaite</b>	Finance Administrator (Maternity Leave)	

**Note:** If you query relates specifically to a Psychology course (i.e. **your course code starts with PS**) then you should contact Sharon Clutterbuck who is located in the Wolfson Building, on telephone 01784 44(3528) or email [psyoffice@rhul.ac.uk](mailto:psyoffice@rhul.ac.uk).

### **For contacting staff from outside the College, directly by phone**

prefix the extension with: (01784) 44 – for extensions starting with 3.

prefix the extension with: (01784) 41 – for extensions starting with 4.

prefix the extension with: (01784) 27 – for extensions starting with 6.

**Building abbreviations**

AB = Arts Building; ABF = Arts Building, First Floor

W = Wolfson Building;

JB = John Bowyer; JB1 = John Bowyer First Floor.

<b>Academic Staff</b>	<b>Ext</b>	<b>Room</b>	<b>E-Mail</b>
Dr Emily Glorney <b>Programme Director</b> <b>Course convenor:</b> <b>CR5101, CR5102</b>	6283	ABF23	emily.glorney@rhul.ac.uk
Dr Nick Furl <b>Course convenor:</b> <b>PS5302</b>	4390	W343/3	nicholas.furl@rhul.ac.uk
Dr Alana James <b>Course convenor:</b> <b>PS5204</b>	4055	W239	alana.james@rhul.ac.uk
Dr David La Rooy <b>Course convenor</b> <b>CR5103</b>	6415	ABF26	david.larooy@rhul.ac.uk
Dr Laura Mickes <b>Course</b> <b>Convenor PS5303</b>	3711	W224	laura.mickes@rhul.ac.uk
Dr Jennifer Storey	4966	ABF18	Jennifer.storey@rhul.ac.uk
Prof Matthew Humphreys <b>Head of the School of</b> <b>Law</b>	6482	ABF27	matthew.humphreys@rhul.ac.uk
Dr Ryan McKay <b>Director of</b> <b>Postgraduate Taught</b> <b>Studies Dept of</b> <b>Psychology</b>	4933	LF 235	Ryan.mckay@rhul.ac.uk
Dr Danijela Serbic <b>Programme Liaison</b> <b>Coordinator</b>	3707	W127	Danijela.serbic@rhul.ac.uk

Staff office hours are displayed as follows:-

School of Law –on office doors.

Department of Psychology –can be accessed by clicking on the Psychology Student Information page in Moodle

(<https://moodle.royalholloway.ac.uk/course/view.php?id=4098&section=5>), logging on and selecting the appropriate section. Please avoid visiting members of staff without making a prior appointment except during their advertised office hours.

## 1.5 The Department: practical information

### Key roles in the Department

Day to day administration of the Postgraduate Programme is carried out primarily by the **Administration Team** and the **Programme Director**.

**Academic staff** are usually full-time and include post-doctoral teaching associates, teaching fellows, lecturers, senior lecturers, readers, and professors. Staff teach and also conduct their own research. Most lectures are given by academic staff.

Some of the teaching will be carried out by experts from external institutions; they will provide contact details as appropriate.

You will be supervised by a member of Royal Holloway academic staff for your dissertation.

**Course Coordinators** are responsible for the organisation, content, delivery and assessment of the course(s) that they lead. If you have any questions relating to these, please feel free to make an appointment to see the relevant coordinator. For course coordinators within the Department of Psychology, during term time, academic members of staff hold office hours to which you can drop in without scheduling in advance. These may change every week and can be found by clicking on the following link

<https://moodle.royalholloway.ac.uk/course/view.php?id=4098&section=5>.

If you find a particular piece of work difficult, or experience health, financial, emotional or family problems which are affecting your performance and/or your ability to meet deadlines, you should notify the **Programme Director, your Personal Advisor, or the Deputy Programme Director** as soon as possible so that they can advise you on how to minimise the influence of such problems on your performance.

If appropriate, you will be referred to other services offered by the College (e.g. the College Counselling Service). Any information you provide will be treated in the strictest confidence. Information will only be passed on to others who can help, with your explicit permission; Your confidence will only be broken in cases where a member of staff has good reason to believe that you are likely to cause harm to yourself or others.

Whilst the Programme Director is responsible for the management and organisation of the MSc programme as a whole, the following list offers guidance on contacting the right staff member (whether from within the School/Department or outside) for some of the more commonly asked questions that students have. It is not comprehensive but does cover key points based on past experience. If your question or problem is not in the table below please see your Programme Administrators for further help.

Type of query	Who can help
<ul style="list-style-type: none"> <li>✓ General enquiries;</li> <li>✓ Deferral/Interruption of study forms;</li> <li>✓ Course registration queries;</li> <li>✓ Programme timetable;</li> <li>✓ Information on submission of course work;</li> <li>✓ Information regarding extensions for assignments/research project;</li> <li>✓ Exam/assignment timetables/deadlines and results;</li> <li>✓ Extenuating circumstances;</li> <li>✓ Confirmation of attendance letters – 5 working days, on receipt of email request;</li> <li>✓ First port of call for students wishing to appeal a decision;</li> <li>✓ Re-sit registration/Information;</li> </ul>	<p><b>For queries relating to the School of Law please email Tracey Hurford on <a href="mailto:CrimSoc-Adminstaff@rhul.ac.uk">CrimSoc-Adminstaff@rhul.ac.uk</a></b></p> <p><b>For queries relating to Psychology courses please contact Karen Harding on <a href="mailto:psyoffice@rhul.ac.uk">psyoffice@rhul.ac.uk</a></b></p>
<ul style="list-style-type: none"> <li>✓ Academic support and Guidance;</li> <li>✓ Pastoral support and Guidance;</li> <li>✓ Job/Personal References.</li> </ul>	<p><b>Programme Director</b> <a href="mailto:Emily.Glorney@rhul.ac.uk">Emily.Glorney@rhul.ac.uk</a></p> <p><b>Deputy Programme Director</b> <a href="mailto:Jennifer.Storey@rhul.ac.uk">Jennifer.Storey@rhul.ac.uk</a></p> <p><b>Personal Advisor</b></p>
<ul style="list-style-type: none"> <li>✓ Specific course information</li> </ul>	<p><b>Course Lecturers/Coordinators</b></p>
<ul style="list-style-type: none"> <li>✓ Visa queries/General visa letters – 5 working days, on receipt of email request.</li> <li>✓ Fees</li> <li>✓ Final Result transcripts</li> <li>✓ Re-sit information/Confirmation</li> </ul>	<p><b>Student Administration Centre</b> <a href="mailto:Student-Administration@rhul.ac.uk">Student-Administration@rhul.ac.uk</a></p>
<ul style="list-style-type: none"> <li>✓ Accommodation</li> </ul>	<p><b>Student Services Centre</b> <a href="mailto:Student-enquiries@rhul.ac.uk">Student-enquiries@rhul.ac.uk</a></p>

✓ Email accounts	<b>IT Service Desk</b> <a href="mailto:itservicedesk@rhul.ac.uk">IT Service Desk itservicedesk@rhul.ac.uk</a>
✓ Change of address	<b>Campus Connect</b>
✓ Help line for Electronic Learning Package – called Moodle (once successfully registered on the system). Please make sure that you look at the course <b>MOODLE</b> pages regularly.	<b>Moodle Support</b> <a href="mailto:Moodle-support@rhul.ac.uk">Moodle-support@rhul.ac.uk</a>
✓ Accessing electronic journals and other material necessary to follow individual course units and to complete course work	<b>Library</b> <a href="mailto:library@rhul.ac.uk">library@rhul.ac.uk</a>

### **Keeping Well-Informed**

This Handbook contains important information about the School of Law, the Department of Psychology and about the MSc Forensic Psychology programme. You are required to read this Handbook carefully and retain it for future reference. If there are any matters not covered in this Handbook that you would like to raise, please contact the Programme Director who will be happy to help you.

### **Important Websites**

Department Web Site

<https://www.royalholloway.ac.uk/criminologyandsociology/home.aspx>

On-Line Student Handbook

<https://www.royalholloway.ac.uk/aboutus/governancematters/studenthandbook/home.aspx>

Computer Services

<https://www.royalholloway.ac.uk/it/home.aspx>

Library

<https://www.royalholloway.ac.uk/library/home.aspx>

## 1.6 Staff research interests

Our academic staff are world-leading researchers in areas across the breadth of forensic psychology, with particular expertise in the evaluation of interventions and programmes in prisons and forensic mental health settings, risk assessment, the role of the voluntary sector in reducing reoffending and promoting desistance, maximising accuracy, truthfulness and credibility of witness statements, and eyewitness identification and accuracy. Their research engages a wide range of populations (e.g., clinical, forensic, third sector organisations (e.g. Asylum Aid, Freedom From Torture), Ministry of Justice, Metropolitan Police), uses a wide range of methodological techniques (e.g. interviewing, mathematical modelling, experimental design), and has considerable social and political impact.

Please see Appendix 1 for a list of our Academic Staffs' Research Interests.

## 2 Communication

It is vitally important that you keep in touch with us and we keep in touch with you. Members of staff will often need to be able to contact you to inform you about changes to teaching arrangements, special preparations you may have to do for a class or meetings you might be required to attend. You will need to be able to contact members of the Department for example, if you are unable to attend a class, or wish to arrange a meeting with a tutor or your Personal Tutor.

Email to your College email address is routinely used and **you should check regularly** (at least daily) if any official communication has been sent to your email address. **Do not** ignore the email as it will be assumed that it will have been received by you within 48 hours, excluding Saturdays and Sundays.

You should also make a habit of checking the student pigeonholes in the Department.

### 2.1 Email

The College provides an email address for all students free of charge and stores the address in a College email directory (the Global Address List). Your account is easily accessed, both on and off campus, via the [Student Portal](#) (Campus Connect) or direct via [Outlook.com](http://outlook.com) <http://outlook.com/> **Email to this address will be used routinely for all communication with students.** Email may be used for urgent communication and by course tutors to give or confirm instructions or information related to teaching so it is important that you build into your routine that you **check your emails once a day**. Email communications from staff and all the Faculty Administrators should be treated as important and read carefully.

The College provides a number of PC Labs around Campus for student use, and you can also use your own laptop/smart phone etc., so the Department expects you to check your email regularly. It is also important that you regularly clear your College account of unwanted messages or your inbox may become full and unable to accept messages. **Just deleting messages is not sufficient; you must clear the 'Sent Items' and 'Deleted Items' folders regularly. It is your responsibility to make sure your College email account is kept in working order.** If you have any problems contact the [IT Service Desk](#).

The School of Law will only use the address in the College Global Address List and **does not** use private or commercial email addresses, such as Hotmail or Gmail. Students who prefer to use commercial email services are responsible for making sure that their College email is diverted/forwarded to the appropriate commercial address. Detailed instructions on how to forward mail can be accessed by visiting <http://help.outlook.com/> and searching for **forwarding** (you may need to use IE browser to access this as the link does not work on some browsers). This process is very easy, but you do have to maintain your College account. When you delete a forwarded message from, say, Hotmail, it will not be deleted from the Royal Holloway account. **Please ensure you log on to your College account regularly** and conduct some account maintenance or your account may become full and therefore will not forward messages.

If you send an email to a member of staff in the Department during term time you should normally receive a reply within 3-4 working days of its receipt. Please remember that there are times when members of staff are away from College at conferences or undertaking research.

## **2.2 Post**

All post addressed to students in the School of Law is held in your student file and an email will be sent to notify you. At the end of each term all uncollected mail that has accumulated is destroyed.

## **2.3 Telephone and postal address**

Please ensure that your telephone number (mobile and landline) and postal address (term-time and forwarding) are kept up to date on the **Student Portal** (Campus Connect). There are occasions when the Department needs to contact you urgently by telephone or send you a letter by post.

The Department does not disclose students' addresses and telephone numbers to anybody else (including relatives and fellow students) without the student's specific permission to do so.

## **2.4 Notice boards**

The official student notice boards for each Department are located as follows:-

School of Law - walls in the corridor, on the first floor of the Arts Building, by ABF18.

Department of Psychology - walls in the glass room opposite reception on the ground floor. They are used, for example, by the Psychology Society to display notices relating to events.

Any information relating to changes in class times, research talks, etc will either be e-mailed or displayed on the course Moodle page. Every effort is made to post notices relating to class times etc. well in advance, but occasionally changes have to be made at short notice and in that case email will be used.

**It is your responsibility to check the times and venues of all class meetings and of any requirements (eg. essay deadlines) relating to your courses, so, if in doubt, please ask!**

## 2.5 Personal Advisers

Each student is assigned to a personal adviser. Your personal adviser will be available to see you during pre- arranged meetings and is also available during their weekly office hours. Arrangements may also be made by him/her, or by you, to meet at other times. Your personal adviser is concerned with your academic development and progress during your time with us, and is available to offer you advice about issues affecting your work and to discuss with you your choice of courses. Personal advisers are also willing to discuss personal difficulties that may be impacting your academic performance, but it is understood that you may prefer to take such difficulties to the College student counsellors. Your personal adviser should be your first port of call for any queries of an academic nature or for guidance on issues having an impact on your ability to study. It is your responsibility to keep him/her informed of issues as they arise.

Occasionally – when, for example, a personal adviser goes on long-term leave – changes will be made. You will be informed on any such changes as soon as possible.

Your personal adviser will probably be the member of the department best equipped to write you references for jobs during your university career, and (along with your Dissertation Supervisor) to act as a referee for jobs or higher degree programmes after graduation. It is, therefore, very much in your interest to make sure that you keep in regular contact with your personal adviser as he or she will then be able to write individual and positive recommendations on your behalf. Before you name them as a referee on an application, you should always ask your personal adviser if they are happy to support your application. You should also make sure that you give him or her ample time to complete any references: while you only have one personal adviser, each personal adviser has many – past and present – personal tutees.

Although you should regard your personal adviser as your first port of call in the Department, it may be that on occasions he or she will direct you to another colleague, either in the Department or elsewhere, or to some other source of guidance or advice, such as the Head of School, the Student Administrative Centre, the Health Centre, the Dean of Students, the Student Counsellors, or the Chaplains.

Any help you get from any of these sources, or from anyone in the Department, is confidential if you prefer it that way. The Department reserves the right to inform appropriate bodies or persons if it considers that an individual is at significant risk, but you may assume that conversations with staff are confidential unless otherwise stated.

You are required to attend at least two meetings with your personal adviser throughout the course of the year.

<b>Date</b>	<b>Type of Session</b>	<b>Provisional Topics</b>	<b>Session Leader</b>	<b>Location</b>
Term 1 – date to be scheduled	Personal Tutor Meeting	Personal Objectives for	Personal Tutor	Personal Tutor's Office



(before or shortly after Reading Week)	(Individual Meeting)	the MSc programme		
Term 2 – date to be scheduled (before end of term)	Personal Tutor Meeting	Career Ideas and Planning for the Future	Personal Tutor	Personal Tutor's Office

## 2.6 Student Support Coordinator

The Department of Psychology, Student Support Coordinator is a further key point of contact. The Student Support Coordinator is a member of the psychology academic staff who can advise students on various issues **relating to their psychology courses** including academic progression, interruption, changes of degree, withdrawal, resits and course repeats, student attendance and alternative assessment arrangements (in discussion with the College's Disability and Dyslexia Services Office "DDS") and student experience in general.

## 2.7 Questionnaires

Courses are evaluated every year. Towards the end of each course you will be asked by the tutor to fill in a questionnaire giving your evaluation of the teaching you have received, the effectiveness of library provision and the overall quality of the course. It is College policy that such course evaluations are completed. These are anonymous and your cooperation in making these evaluations is of great help to the Department. The results of the evaluations are considered by the Department's Learning and Teaching Committee and form part of the Annual Monitoring Report of the Department.

All courses are reviewed periodically by the Faculty and within the Department, taking into account the student evaluations as well as issues raised at the Student-Staff Committee.

## 2.8 Space

There is a study space in the glass room opposite the main reception desk on the ground floor, in the Wolfson Building, including some networked computers - this is shared with Psychology undergraduate students. Students studying on one of the Department's Postgraduate Taught Programmes also have sole use of BA291 which is situated in the Bourne Annex. This room does not contain any computers. Please bear in mind that both areas are used by other students and so should be used for quiet study only.

If teaching rooms in the Department of Psychology are not being used, then they can be booked by students to be used as a study space. Please contact the Psychology Office Team to find out about availability and to book a room.

## **3 Teaching**

### **3.1 Dates of terms**

**Term dates** can be found on the College website [here](#).

You are expected to be in the UK and engaging with your studies during term time. In the case of an emergency that requires you to leave the country and/ or miss lectures/ seminars/ practical's etc., you are expected to keep your department informed and fill in a Notification of Absence Form (see 3.4 below). During the summer term, after the summer examination period, you are expected to attend all required academic activities organized by your department(s) and to be available should you be required to meet with College staff for any reason. Furthermore, as Master's programmes run for one calendar year from September to September you are required to engage with your studies and be available to meet with staff after the end of the Summer Term until your programme end date in September. For Master's programmes there is no summer vacation period.

### **3.2 Academic Timetable**

Your individual timetable is available to see online via Campus Connect. You can download this to a personal calendar if you wish. You should check your timetable regularly as it links to the live timetabling system, so will update automatically to reflect any changes. Timetable changes within two working days will be notified by email to your RHUL account. You will receive separate communications by email and on Campus Connect about exactly how to access and download your timetable.

### **3.3 Reading weeks**

Autumn Term: 30<sup>th</sup> October-3<sup>rd</sup> November 2017

Spring Term: 12<sup>th</sup>-16<sup>th</sup> February 2018

### **3.4 Attending classes and engaging with your studies**

The College has a responsibility to ensure that all students are attending regularly and progressing with their studies. While it is essential that you attend all the compulsory learning activities related to your programme of study, the College understands that emergencies may occur at any time throughout the year. In light of this, the School of Law has set a minimum attendance level at 80%. You should be aware that you may also study courses that have different and specific course attendance requirements, particularly if you are taking courses in another department, so it is essential that you check all programme and course handbooks to ensure you are fully aware of the requirements.

The MSc Forensic Psychology programme is the first stage in the training of a forensic psychologist. Therefore, we would expect all students to adopt a professional approach to their

studies, attendance and engagement. We pay close attention to engagement, attitude, and attendance when writing your references for jobs and further training/education. So that we can be confident that you have addressed the minimum core training, skills and learning for a BPS accredited MSc Forensic Psychology programme, we do expect students to attend 100% of teaching sessions (i.e. over and above the minimum attendance level of 80%).

Your regular attendance in class and consistent engagement with your studies are fundamental requirements of your learning experience with the College. As such, failure to attend and/or absence without permission can result in serious consequences and may lead to disciplinary action, including the termination of your registration (see 3.4.6 below). Your 'classes' are any learning or teaching activity deemed essential to your programme of study. The term is used to encompass a variety of different activities, including lectures, seminars, tutorials, workshops, field work, laboratory work, and meetings your Personal Tutor.

It is vital that you manage your time effectively, so that any paid employment, voluntary work, extracurricular activities or social commitments do not interfere with periods where you are required to attend classes. With regard to paid employment during the course of your programme of study with the College, the [Postgraduate Taught Regulations](#) stipulate that the amount of paid work undertaken by a student enrolled with the College on a full-time basis shall not exceed 20 hours per week during term time. No student may undertake paid work that may conflict with his/her responsibilities as a student of the College.

If you face difficulty in attending any classes or undertaking an assessment it is very important that you inform the department(s) in which you are studying as early as possible, citing the reasons for your non-attendance. The department will make a decision on whether or not to authorize your absence. If you are experiencing such difficulties on an ongoing basis, please contact your Personal Tutor or Year Tutor. In addition, an extensive range of additional support, guidance and advice is readily available from the College's Welfare & Wellbeing services (Academic Services Directorate) (<https://www.royalholloway.ac.uk/students/help-support/help-and-support.aspx>). The Students' Union also operate an Advice and Support Centre, details on which can be found here <http://www.su.rhul.ac.uk/advice/>.

### **3.4.1 Your responsibilities in relation to attendance**

Your responsibilities around attendance and engagement include:

- attending all classes necessary for the pursuit of your studies (including lectures, seminars, practicals and personal tutorials);
- undertaking all summative and formative assessment requirements for your courses;
- attending all meetings and other activities as required by the department(s) in which you are studying;
- where you experience any form of difficulty in attending classes, for whatever reason, contacting the department(s) in which you are studying to notify them of your circumstances at the earliest possibility.

You are expected to fully engage in your classes, undertaking any reading, research or further preparation identified between these sessions alongside punctual attendance. It is essential that you make suitable arrangements for travel to your classes and plan to arrive in good time, as teaching starts on the hour and finishes at ten minutes before the hour. You will be marked absent if you turn up late without good reason.

### 3.4.2 Departments' responsibilities for monitoring attendance

The School of Law will monitor your attendance at lectures, seminars, tutorials and workshops. It is your responsibility to complete any attendance register that is circulated and to make sure that your attendance has been noted. The activities at which your attendance is monitored may vary depending upon the discipline in which you are studying or the department in which you are taking courses.

It is important that you attend all the learning activities related to your programme of study. Whilst attendance is compulsory at all learning activities, it is recognised that emergencies may occur at any time throughout the year and therefore as indicated above a minimum attendance requirement has been set.

You will be contacted in the event that:

- i. you fail to attend for **two weeks** without providing notification of your absence;
  - ii. you display a **pattern of absence** that the department feel is affecting or is likely to affect your work
  - iii. you display a pattern of absence that the department feel is a cause for **concern over your wellbeing or may point to a disability which you may not have disclosed**.
- A 'pattern of absence' will be defined as three or more absences, whether authorised or not, in one calendar month.

### 3.4.3 College's responsibilities for monitoring attendance

The College has a number of important obligations in relation to monitoring your attendance and engagement, including legal responsibilities under the Equality Act (2010). As a result, the College may adjust the attendance requirement for your programme but will only do this when such adjustment does not compromise competence standards or your ability to reach the learning outcomes of your programme. Any need to adjust attendance requirements will be treated case by case and discussed by the department with the Disability and Dyslexia Services (DDS) and Academic Quality & Policy Office (AQPO).

The College also has obligations placed on it by UK Visas and Immigration (UKVI) – (see 3.4.7 below).

### 3.4.4 Missing classes

If you are unable to attend College for whatever reason you must advise the department in which

you taking the course(s) in question and complete the relevant **Notification of Absence Form**, which is available online.

<https://www.royalholloway.ac.uk/ecampus/academicsupport/attendance/notificationofabsence.aspx>

**ROYAL HOLLOWAY UNIVERSITY OF LONDON**

**IN CONFIDENCE**

**NOTIFICATION OF ABSENCE FORM - SELF CERTIFICATION (absence due to illness)**

**Student details** \*Information which you must complete

\*Student Number 100  \*UG or PG UG  PG

\*Department  2<sup>nd</sup> Department (joint programmes)

\*First name  \*Family name

\*Degree programme  Year of study

**Absence details**

*If you have been ill for more than 5 consecutive term-time days (excluding Saturday s and Sundays) a Formal Medical Certificate signed by the Health Centre or your GP is also required.*

Period of absence (both dates inclusive) \*From  \*Until

\*I confirm that I have been suffering from (maximum 325 characters)

These circumstances did  did not  necessitate treatment by a medical practitioner

*If you do not wish to disclose the nature of the illness on this form please submit such information in a sealed envelope, attach it to this form and tick this box*

I have contacted my course tutor(s)/ leader(s) Yes  No

I have contacted my personal adviser Yes  No

If yes give name(s)

As a result of my illness I have missed the following class(es)\*\* and/or the following assessment(s) have been affected.

Date	Course code	**Class(es) missed and/or assessment(s) affected	Course title/topic/details	Course Tutor(s)/ leader(s)
		Please select		
		Please select		
		Please select		
		Please select		
		Please select		
		Please select		
		Please select		
		Please select		
		Please select		
		Please select		

\*\*A class is any learning and teaching session such as lectures, seminars, tutorials, workshops, field work, laboratories etc.

I confirm that the information provided on this form is to the best of my knowledge honest and accurate and that I have read and understood my responsibilities relating to this notification of absence.

\*Signed  \*Date

The information will be held by RHUL and processed by staff in the departments/schools in order to keep a record of student absences. The frequency of self-certified absences will be monitored and you may be requested to provide a doctor's medical certificate in multiple and sustained instances of self-certified illness.

**For Departmental use only:**

I confirm that I have discussed this absence with the student:

Signed  Date

Date received

Absence up to and including 5 term-time days  Absence more than 5 term-time days

Formal Medical Certificate Required  Formal Medical Certificate received

Absence deemed acceptable  Absence deemed unacceptable

Email confirmation of receipt of notification sent

Other

**Figure 1 - Notification of Absence Form – Absence Due to Illness**

This must be submitted to the relevant department(s) together with the relevant supporting documentation either before your absence or within five working days of the end of the period of absence.

You should ensure:

- a. that you advise the departments(s) by emailing your module tutors, your personal advisor and the administration team.
- b. that you complete the Notification of Absence Form, copies of which are also available from the Health Centre.
- c. that you submit the paperwork to your department(s) either before your absence or within FIVE working days of the end of the period of absence. Failure to do so may result in the absence being counted as unacceptable and counting against the minimum attendance level. The paperwork must be submitted to the departmental office with relevant supporting evidence. If your absence relates to a CR course then please ensure that this is delivered to the School of Law admin office, if your absence is for a PS course then please deliver this to the Psychology admin office.

- d. that you meet any departmental requirements concerning notification of absence or request for leave of absence as you may be required to meet formally with an academic tutor

This table shows the documentation that is required should you be absent for any reason.

Reason for absence	Documentation required
Illness up to and including 5 consecutive term-time days (excluding Saturdays and Sundays)	Completed <b>Notification of Absence Form – Self Certification</b>
Illness for more than 5 consecutive term-time days (excluding Saturdays and Sundays)	Completed <b>Notification of Absence Form - Self Certification plus</b> Formal Medical Certification signed by your GP or hospital consultant
Unrelated to sickness	<b>Notification of Absence Form</b> plus supporting evidence
Leave of absence request	<b>Notification of Absence Form</b> plus any departmental requirement must be met

Note:

- If you are absent for a prolonged period it is essential that you keep in touch with the Department (e.g. through regular emails with your Personal Adviser).
- The Department will monitor the frequency of self-certified absences and the Head of Department may request a doctor's medical certificate from you in the event of multiple and/or sustained instances of self-certified illness.
- The departments in which you are studying are responsible for monitoring your attendance and engagement, and deciding whether a period of absence is deemed acceptable or unacceptable (for further information please refer to the online guidance <http://www.rhul.ac.uk/ecampus/academicsupport/attendance/notificationofabsence.aspx> for details of what constitutes 'acceptable' and 'unacceptable' circumstances relating to absence). If deemed unacceptable the absence will be recorded as such and will count against your minimum attendance level.

### 3.4.5 Missing an examination

In the event that you are unable to attend an exam (e.g. through reasons of sudden illness), it is essential that you notify Student Administration at the very earliest possibility. Wherever possible, please try to ensure you contact them via e-mail at [student-administration@rhul.ac.uk](mailto:student-administration@rhul.ac.uk) before the scheduled start of the exam with your name, student ID and confirmation of the exam that you are unable to attend. Please include a brief explanation within the email outlining the reasons for the non-attendance.

This notification will then be forwarded by Student Administration to your department so that they are aware of your non-attendance.

**Please note, this notification is not a substitute for formally notifying your department of Extenuating Circumstances.** It is essential that you inform your department and Chair of the Sub-board of Examiners by completing the Extenuating Circumstances form. For further information, please refer to the website

<https://www.royalholloway.ac.uk/ecampus/academicsupport/examinations/extenuatingcircumstances.aspx>.

In the event that you do not complete the Extenuating Circumstances form, your department will be unable to consider the reasons for your non-attendance at your departmental Sub-Board of Examiners.

### **3.4.6 Consequences of failing to attend**

As indicated in 3.3.2 above the Department may contact you if there are concerns about your attendance

Failure to attend will result in you being required to explain your absence either to your tutor or the Head of School. It may trigger the formal warning process, which could lead to the termination of your registration at the College.

Should it become apparent that there are no acceptable reasons for your non-attendance and/or general lack of engagement with your studies, the Department may issue you with a formal warning that can escalate to the termination of your registration at the College. You are strongly advised to read the guidance on the [formal warning](#) process and the consequences of receiving such a warning on and in the relevant [regulations](#).

In situations where you are experiencing documented severe difficulties the Department and College will make every effort to support you and counsel you as to the best course of action. However, there may be cases where, although non-attendance is explained by an acceptable reason, your level of attendance falls to a level which compromises educational standards and/or your ability to reach the learning outcomes of the course. In such cases it will be necessary to implement disciplinary procedures as detailed above.

### **3.4.7 Withdrawal of visa**

If you are sponsored by Royal Holloway on a Tier-4 (General) Visa, should your registration at the College be terminated for non-attendance or a general lack of engagement with your studies, you will be reported to the UKVI and your Tier 4 visa will be withdrawn. Alternatively, in line with the College's legal obligations to UKVI, if you fail to meet the requirement of your Tier 4 visa to attend classes and complete assessments, the College may terminate your student registration without following the disciplinary procedures outlined in the Academic Regulations and the decision is not open to appeal.

Please see the College [Postgraduate Taught Regulations](#).

### 3.5 Behaviour in Classes and Lectures

Staff and fellow students have a right to expect an acceptable standard of behaviour in lectures, seminars, and other classes. To encourage these standards, a code of practice was drawn up and agreed following consultation between members of the academic staff and student representatives to identify the fundamental expectations in terms of behaviour in lectures. It is not an exhaustive list but merely a guide to appropriate behaviour.

At or before the start of a class (a class includes but is not limited to lectures, workshops, lab classes, seminars and group meetings):

- Lecturing staff will make every effort to begin classes on time (5 minutes past the hour to allow time for set up).
- Students should make every effort to arrive before the start of the class and to take their places before 5 minutes past the hour.
- If for any reason a student is late s/he should enter the lecture theatre/classroom as discretely as possible to minimise the disruption to the other students.
- If a student arrives late s/he should only take any relevant worksheets that had been distributed to the class only if this is readily available, otherwise s/he should approach the lecturer either at the end of the class or in a break.

Lectures, classes and group meetings are learning environments. It is the responsibility of all of those participating in them to ensure that they are treated as such. There should be mutual respect between students and lecturers/teaching staff and all should seek to maintain an atmosphere that is conducive to learning. **REMEMBER, this is an academic and professional qualification; professional behavior and attitudes are expected. The people teaching you might be writing your references for professional jobs and might be your future employers.**

During lectures, classes and group meetings students should:

- Not talk to one another unless it is part of an organised class activity.
- Put their hands up if they wish to ask a question (this may not be required in a small-group context).
- Turn off mobile phones and other electronic devices unless these devices are directly related to the lecture (e.g., laptops for note-taking) and will not cause disruption to it. Only screens relevant to the lectures should be on (i.e. Facebook and email, for example, are not allowed during teaching sessions).

If students do not treat the learning environment with sufficient respect, staff will take a proactive role in reminding them of their responsibilities to others as members of a class, and of this code of conduct. In exceptional circumstances staff may ask those who persistently disrupt classes and lectures to leave.

While students may notice other students talking throughout the class, at times it is difficult for staff to pinpoint when (and where) this is going on, as well as to interrupt the session to ask individuals to stop talking. So if you have concerns during the class but feel uncomfortable in asking the individuals to stop talking, please make the lecturer aware



during the break or after the session and we will do our best to remind students to be respectful of other students in the class.

In addition to appropriate behaviour in lectures and classes, it is important that staff and students maintain a friendly and respectful relationship at all times. If you wish to see a member of staff, please either drop in during staff office hours (these are advertised on office doors) or try to make an appointment and do not disturb staff who are clearly involved in meetings or who have indicated that they do not wish to be disturbed. In return, staff will seek to ensure they are helpful and polite in their dealings with students.

## 4 Degree Structure

Full details about your programme of study, including, amongst others, the aims, learning outcomes to be achieved on completion, courses which make up the programme and any programme-specific regulations are set out in the programme specification available through <http://www.royalholloway.ac.uk/coursecatalogue/home.aspx> or <http://www.royalholloway.ac.uk/studyhere/progspecs/home.aspx>

The programme is delivered in a single stage, equating to one year of full-time study (52 weeks) or up to five years of part-time study (260 weeks).

The Programme consists of seven courses. It is taught by staff at Royal Holloway or by contracted external teaching staff, and leads to an award of the University of London. The programme is accredited by The British Psychological Society. Courses are designed to give students insights into topical issues and the latest research in Forensic Psychology in a wide range of applied settings. Courses are taught with an emphasis on group discussions and the development of independent thought and analysis, appropriate to such an advanced level of study. The research project/dissertation offers students the opportunity to carry out an independent piece of research of high quality, potentially publishable, in an area of interest to them. Full Programme details can be found on the [Programme Specification](https://www.royalholloway.ac.uk/studyhere/progspecs/searchresults.aspx?search_keywords=%22Applied+Social+Psychology%22%20MSc) [https://www.royalholloway.ac.uk/studyhere/progspecs/searchresults.aspx?search\\_keywords=%22Applied+Social+Psychology%22%20MSc](https://www.royalholloway.ac.uk/studyhere/progspecs/searchresults.aspx?search_keywords=%22Applied+Social+Psychology%22%20MSc)

### 4.1 Course Outlines

For each course, the Course Coordinator will supply you with a Course Outline (posted on the course Moodle site). The outlines contain a detailed schedule of the lectures, including the title and date of each lecture and the name of the lecturer who will be taking the session. The aims and learning outcomes of the course are described in the course outlines, as well as the assessment methods and titles of any recommended course texts.

Course specification forms for CR5100 *Dissertation*, CR5101 *The Legal and Criminal Justice Context for Forensic Psychology*, CR5102 *Research-Based Practice in Forensic Psychology* and CR5103 *Young People in the Criminal Justice System*, and are found here: <https://www.royalholloway.ac.uk/criminologyandsociology/informationforcurrentstudents/c>

[courseinformation.aspx](#)

A course outline for each course within the programme is available through <https://www.royalholloway.ac.uk/psychology/coursefinder/mscapplicedsocialpsychology.aspx>. This describes each course and sets out the overall aims and learning outcomes of each course plus the general content.

Further course information for PS5204 Advanced and Applied Research Techniques, PS5302 Statistics for Research and PS5303 Cognitive, Social and Neuroscience Approaches to Forensic Investigations are found on the Psychology Student Information page: <https://moodle.royalholloway.ac.uk/course/view.php?id=4098>

#### **4.2 E-Handouts and Additional Course Information**

Additional course information will be available on the Moodle site for each course. The timetable, information on assessment and required and recommended reading will be available at the beginning of the course. The power point slides for the lecture will either be available online 24 hours before the lecture takes place in which case you should print them out and bring them to the lecture. If there are no power point slides available online, the lecturer will hand out print outs of the slides.

#### **4.3 Reading Lists**

We try to ensure that every item that appears on your reading list is available either from the library, online, or that a digital copy is placed on the course Moodle site. If you find that this is not the case, then you are strongly urged to inform the relevant Course Coordinator as soon as possible, so that the situation can be rectified. You should make sure that you read the REQUIRED readings before the lecture. Reading is also necessary for the Research Project/Dissertation and you will be expected to take the lead in tracking down references relevant to your own interests (see also the section in this Handbook on **Learning Resources**).

#### **4.4 Events in the School of Law and the Department of Psychology**

The School of Law and Department of Psychology run a series of events that are related to the material on the course and will be of interest to students. The aim of these events is to maintain a thriving research culture and MSc students, who form an integral part of our research community, are invited to attend these events in order to experience at first hand the life of an active research community. Various seminars will be advertised via email

(School of Law) and on the Department of Psychology website  
<https://www.royalholloway.ac.uk/psychology/events/home.aspx>

Research within the Department of Psychology is structured around four main groupings -

- Social and Affective Processes;
- Language, Memory and Attention;
- Perception, Action and Decision Making;
- Health and Well-being

These groups provide a lively and interactive environment for postgraduates and academic staff. Each group meets frequently (weekly during term time) and arrange regular seminars and talks with internal and external speakers. These groups also serve as a useful forum for discussing current research activities, formulating ideas, sharing resources, discussing journal articles and problem solving.

#### **4.5 Benefits of Membership of the British Psychological Society**

The British Psychological Society (BPS) is the learned and professional body, incorporated by Royal Charter, for psychologists in the UK. The BPS accredits programmes in psychology and postgraduate programmes are accredited against the knowledge, practice and research requirements for Chartered Psychologist status. Graduate membership of the BPS will offer you networking and professional development opportunities. This will also enable you to join the Division of Forensic Psychology, so that you have access to development opportunities and networks specific to forensic psychology. You are encouraged to join the BPS and be active with your membership.

The British  
Psychological Society  
Promoting excellence in psychology

## Your professional body

The British Psychological Society is the representative body for psychology and psychologists in the United Kingdom. We promote excellence and ethical practice in the science, education and practical applications of psychology.

As a postgraduate student on an accredited programme, Graduate membership of The British Psychological Society will broaden your appreciation and understanding of psychology, and open up a network of like-minded students, academics and professionals, not to mention future opportunities. Membership of the Society also reflects your aspiration to represent the highest possible professional standards.

Completing an accredited programme gives you a route for progressing to Chartered Psychologist status, the gold standard within the discipline. Only Chartered members of the Society can use the designation CPsychol after their name and the Chartered Psychologist logo.

[www.bps.org.uk](http://www.bps.org.uk)



The British  
Psychological Society

# PSYPAG

Psychology Postgraduate Affairs Group



PsyPAG is a national organisation for all psychology postgraduates based at UK institutions. It is run on a voluntary basis by postgraduates for postgraduates.

**Committee** – PsyPAG is run by an elected committee, open to any postgraduate student. Elections are held at the PsyPAG Annual Conference.

**Membership** – PsyPAG has no official membership scheme; anyone registered as a psychology postgraduate student at a UK institution is automatically a member. This also includes Practitioners-in-Training (e.g. trainee clinical/educational/occupational/sport psychologists).

**Conferences and Workshops** – PsyPAG runs an annual conference and supports several workshops throughout the year.

**Publication** – PsyPAG Quarterly is published four times a year and is delivered free of charge to all postgraduate psychology departments in the UK. It is also available electronically on our website. To contribute to the publication, contact the editorial team at [quarterly@psypag.co.uk](mailto:quarterly@psypag.co.uk).

**Bursaries** – Bursaries are available to support attendance at workshops, events, international and domestic conferences, and the PsyPAG Annual conference.

**Awards** – PsyPAG runs several award schemes, including an MSc Researcher Award, Rising Research Award and an Outstanding Supervisor Award.

**Mailing list** – PsyPAG maintains a JISCmail e-mail list open to all psychology postgraduate students. This is a fantastic resource for support and advice regarding your research, statistical advice or postgraduate issues. You can sign up for free via our website.



@PsyPAG



[facebook.com/PsyPAG](https://www.facebook.com/PsyPAG)

[www.psypag.co.uk](http://www.psypag.co.uk)

## 5 Facilities

### 5.1 The Library

The Library is housed in the **Emily Wilding Davison Building**.

Details, including Library Search, dedicated subject guides and opening times can be found online from the library home page: <http://www.royalholloway.ac.uk/library/home.aspx>

The Ground Floor of the Library contains a High Use Collection bringing together much of the course reading into one area. The rest of the library collections are on the upper floors. There are plenty of study areas and bookable rooms to carry out group work as well as many areas to work on your own. The Library contains a large number of PCs and has laptops to borrow to use in other study areas.

If you cannot find the specific items that you require in the library, it is possible order an Inter-Library Loan or to gain access to the online resources of Senate House Library as well as access to use the library's physical collections or other university libraries. You can obtain further information on this here: <https://www.royalholloway.ac.uk/library/usingourlibraries/otherlibraries/using-other-libraries.aspx>. The Information Consultant The School of Law is Sian Downes, who can be contacted at [sian.downes@rhul.ac.uk](mailto:sian.downes@rhul.ac.uk)

The Library provides a range of training sessions designed to enhance your existing library and research skills. These are available in both class-based and self-study formats. For information on available sessions and to book a place, go to:

<http://www.royalholloway.ac.uk/library/helpandsupport/findinginformation.aspx>

#### **Databases**

It is expected that you will extend your reading beyond the reading lists provided to you. One way of exploring your interests is to find reading material using online databases using keywords for specific authors or topics. The following databases are particularly useful, and provide a full reference and abstracts for each journal article that is indexed:

- Web of Science: <http://wok.mimas.ac.uk/> (accessible only via RHUL / VPN)
- PubMed: <http://www.ncbi.nlm.nih.gov/pubmed/> (free access)
- PsycINFO: <http://www.apa.org/pubs/databases/psycinfo/index.aspx>

PsycArticles: <http://www.apa.org/pubs/databases/psycarticles/index.aspx>

## 5.2 Photocopying, printing and computing

### 5.2.1 Photocopying

The departmental photocopier is in constant use by office staff and lecturers. For this reason, we are unable to allow postgraduate students to use it. You can use copier-printers (MFDs) located in the Library, the Computer Centre and many PC labs, which will allow you to make copies in either black and white or colour. Further information is available online:

<https://www.royalholloway.ac.uk/it/printing/home.aspx>

If you require copying to be done for a seminar presentation, you need to give these materials to your tutor to copy on your behalf. Please make sure that you plan ahead and give the materials to your tutor in plenty of time.

### 5.2.2 Printing

Many of the PC labs are open 24 hours a day, 7 days a week. Alternatively, there are computers available for your use in the Library and Computer Centre.

Departmental staff are unable, in any circumstances, to print anything out on your behalf. Copier-printers (MFDs) are located across the campus in the PC labs, the Library, and Computer Centre. Further information on printing is available online:

<http://www.royalholloway.ac.uk/it/printing/home.aspx>

### 5.2.3 Computing

The Computer Centre provides a range of IT training sessions designed to enhance your current IT skills. These are available in both class-based and self-study formats, and successful completion of the course is rewarded by a College IT Skills certificate. To participate in these sessions, go to:

<http://www.royalholloway.ac.uk/it/training/home.aspx>

## 6 Coursework, Exams and Dissertation

### 6.1 Compulsory Coursework Assignments

Each course in the programme is assessed through compulsory coursework that must be passed in order to pass the MSc. This can take different forms such as a traditional essay or a research proposal. PS5302 Statistics for Research is assessed by coursework and a final exam.

You will be supplied with an assignment handout by the relevant Course Coordinator setting out what is required of you. This will include the deadline for submission, a reminder of where to find information on penalties incurred if your work is handed in late or over the word limit

and on assessment offences. It will also remind you of the word limit for the assignment. You must make every effort to keep your essay to the acceptable length. You must state the number of words in each assignment on the front cover. See the section on **Penalties for over-length work** for more information on what counts within the word count and the penalties for not adhering to it.

You must confirm, on submission, that you are adhering to word limits and that you are aware of College regulations relating to plagiarism. See the section on **plagiarism** below.

## 6.2 Exams

Your PS5302 exam takes place in Term 3. The examination timetable is available to students on the College Portal at the end of Term 2. Please ensure that you check that you are entered for your exam (typically the deadline for registering for exams is mid-January). Advice on preparation for your exam will be available in your lectures, sometimes in a revision session held at the end of the course. You can also ask the lecturer/Course Coordinators for help. In revising for your exam, a useful starting point is provided by lecture handouts as posted on the course Moodle site and your lecture notes. Your Course Coordinator may provide you with sample exam questions and sample solutions. Together with the lecture plan and the reading list on the handout, these questions and solutions can provide an initial focus for your work. You can also look at the previous year's exam paper that is available on the course Moodle site, or in the learning aims and outcomes produced for lectures. Do not expect, however, that the questions in an exam will be the same as those on past papers or lecture handouts. Instead, you should focus on the topics and themes covered on your course.

Note that given our aim to continually update our material (e.g. different lecturers delivering a lecture), only one previous exam paper, or a specimen paper, will be provided. Sample papers should only be used as guidance to familiarise yourself with the types of questions we may ask, as well as how we ask them.

Most people's handwriting suffers when writing at speed, as is often the case in exams. However, do not be tempted to sacrifice legibility for the sake of sheer quantity of writing. Your handwriting in exams must be legible. The marker will only award marks for legible answers. See section on **Marking of illegible scripts**.

## 6.3 The research project/dissertation

The research project comprises a major piece of work of postgraduate quality. You will plan, design and implement an empirical study in the broad area of your degree programme. You are also expected to analyse the data you have gathered and write up the whole project in the manner of an article in an academic psychology journal.

For research in settings with vulnerable people and in secure settings (e.g. hospitals, schools, prisons, probation), you might be required to have a full Disclosure and Barring Service (DBS) check. Your supervisor will be able to advise you on this and the College can support this process. . Please contact the Department of Psychology Programme Administrator on



[psyoffice@rhul.ac.uk](mailto:psyoffice@rhul.ac.uk) if you do require a DBS check.

A member of staff will act as your Project/dissertation supervisor. In most cases students are happy with the supervisory relationship. However, there are occasions where for some reason the supervisory relationship does not work and breaks down. If this happens, you should speak as soon as possible with the Programme Director to see whether the problem can be resolved informally, e.g. through mediation, changing supervisor. You should not wait until after you have received your final degree results to raise the matter as it is very difficult for the College to resolve such matters or take remedial action at that point.

You will need to consult with your supervisor at every stage in the planning and execution of the project/dissertation. It is advisable that you think early on about which member of staff has a similar research interest to yours and might be relevant to supervise your dissertation. We cannot guarantee that a particular student will be supervised by a particular member of staff, but we will do our best to accommodate students' wishes.

## 6.4 Research Ethics

Students undertaking empirical work involving data collection directly from research participants (observations, interviews, questionnaires, group discussions, recordings, videos, etc) must receive ethical clearance before proceeding with their research. It is the joint responsibility of the student and the supervisor to ensure that such clearance has been obtained and your supervisor can provide advice on compliance with ethics guidelines, policies and procedures. The first step in this process is completion of the College's Extended Ethical Approval Form

(<https://www.royalholloway.ac.uk/geography/documents/pdf/currentstudents/ethicsformcomplex.pdf>). These forms provide the basis for a decision to proceed to any or all of the following: departmental ethical review; review by Royal Holloway Ethics Committee; review by a Local or Multiregional Research Ethics Committee (LREC or MREC). You are advised to commence application for ethical approval as early as possible to avoid delays to your research.

In addition to the BPS Code of Ethics and Conduct

([http://www.bps.org.uk/system/files/Public%20files/bps\\_code\\_of\\_ethics\\_2009.pdf](http://www.bps.org.uk/system/files/Public%20files/bps_code_of_ethics_2009.pdf)), you should refer to the BPS Research Guidelines and Policy Documents:

<http://www.bps.org.uk/publications/policy-and-guidelines/research-guidelines-policy-documents/research-guidelines-poli>

Most students would conduct research relevant to the following:

BPS Code of Human Research Ethics

[http://www.bps.org.uk/system/files/Public%20files/inf180\\_web.pdf](http://www.bps.org.uk/system/files/Public%20files/inf180_web.pdf)

BPS Ethics Guidelines for Internet-Mediated Research

<http://www.bps.org.uk/system/files/Public%20files/inf206-guidelines-for-internet-mediated-research.pdf>

These research ethics guidelines and the BPS Code of Ethics and Conduct are also available on the School of Law homepage, under the tab 'Information for Students' then 'Handbooks/Forms/Information'.

The College-specific code of research ethics and associated guidelines can be found here:

<https://www.royalholloway.ac.uk/iquad/collegetpolicies/documents/pdf/research/codeofgoodresearchpractice.pdf>

<https://www.royalholloway.ac.uk/iquad/collegetpolicies/documents/pdf/research/researchethicsguidancenotes.pdf>

If your dissertation research is of publishable quality then we would encourage you to take forward this work to publication, perhaps as a conference poster, conference presentation, or peer-reviewed journal article. IN ALL CASES, you must discuss this with your supervisor(s). In most circumstance, supervisors would be named authors on research output and, therefore, all authors should make contributions to the research output. You should discuss with your supervisor(s) the order of authors on any research output. You can refer to the BPS Statement of Policy on Authorship and Publication Credit for further guidance:

[http://www.bps.org.uk/system/files/images/statement\\_of\\_policy\\_on\\_authorship\\_credit.pdf](http://www.bps.org.uk/system/files/images/statement_of_policy_on_authorship_credit.pdf)

## 6.5 Referencing and Referencing Style

The School of Law and Department of Psychology generally follows the referencing style set out by the American Psychological Society (APA Publication Manual, 6<sup>th</sup> Edition, 2009). This is a set of guidelines, with a number of meticulous specifications, for presenting information in essays and reports. The most important part is the APA style of citing and referencing. A large part of the work done as part of your degree involves reading published work and using it to make points in your coursework. Whenever this is done, you must provide a citation in the text where you make the relevant point (i.e. provide the names of the authors and the publication date) and then write a reference at the end of the essay (containing all the information needed to find the exact work you used). There are specific ways of doing both, which are outlined in the appendix on *Referencing*. The following website hosted by the University of Maryland University College also provides a very useful selection of examples of how to cite and reference various kinds of sources: [http://www.umuc.edu/library/libhow/apa\\_examples.cfm](http://www.umuc.edu/library/libhow/apa_examples.cfm)

It is a common misconception amongst students that referencing style is “not that important” as long as all the information is there. This is not the case. Markers place emphasis on strictly correct referencing in your assessment, and even punctuation marks must be used precisely. Therefore, please take as much care as possible to follow these guidelines. You and your markers should be aware that regardless of what you see done or recommended in other works, this document contains the School’s official guidelines.

Importantly, referencing is essential in order to avoid plagiarism. If you take a point from the literature, you must reference that point, otherwise you are plagiarising someone else’s work. Plagiarism is presenting other people’s ideas as your own. Improper referencing can count as plagiarism, and can carry severe penalties. For more information, see the section in this handbook on **Plagiarism** and visit the Academic Support page on: <http://www.royalholloway.ac.uk/forstudents/home.aspx>. Electronic submission of essays involves an automatic and very thorough check for any ideas presented that are either not your own or have not been referenced. The College, and not the Department, deals with penalties for plagiarism.

## 6.6 Word count

A word limit will be specified for each assignment. The word count includes everything in the text of your essay from the opening to the final word (i.e. it includes the names of authors/papers you refer to in the text). It does not include the reference list at the end, or

the title. Please refer to the section on **Penalties for over-length work** below.

## 6.7 Marking criteria

All assessed coursework and examinations are evaluated on a percentage scale. The relations to class band are shown in the tables below. For each percentage band, a set of general assessment criteria has been articulated. These criteria may be modified, where appropriate, to specific courses or forms of assessment. See individual coursework pages for further information. Adherence to referencing conventions and the presentation of bibliographical information will also be taken into account by markers.

A mark in the class range may be awarded where the assessed work meets the majority of the criteria for that range.

In order to qualify for final consideration by the Sub-board of Examiners, a candidate must first have satisfied the attendance requirements specified for the course. They should also have completed and presented for assessment all work specified for the course within specified deadlines.

<b>Pass</b>	To pass the programme a student must achieve an overall weighted average of at least 50.00%, with no mark in any element that counts towards the final assessment falling below 50%.
<b>Merit Award</b>	The Masters degree with Merit may be awarded if a student achieves an overall weighted average of 60.00% or above, with no mark in any element which counts towards the final assessment falling below 50%.
<b>Distinction Award</b>	The Masters degree with Distinction may be awarded if a student achieves an overall weighted average of 70.00% or above, with no mark in any element which counts towards the final assessment falling below 50%. A Distinction will not normally be awarded if a student re-sits or re-takes any element of the programme. In exceptional circumstances a viva may be held for a student at the request of the Examiners.

The final mark for each course will be expressed as a percentage.

Degree Class Marking Scale	Dissertation marking criteria
95%	An exceptional project report displaying exceptional understanding of the research area. Arguments are very clearly constructed, very well-organised and presented. Demonstrates in-depth reading, mastery of the relevant statistical techniques, and evidence of a high degree of originality of thought, analytical skill and/or problem solving. Presented professionally, with referencing of exemplary standard. Suitable for submission to a peer-review journal.
85%	An outstanding project report displaying excellent understanding of the research area. Arguments are clearly constructed, well organized and presented. Demonstrates in-depth reading, mastery of the relevant statistical techniques and evidence of a high degree of originality of thought, analytical skill and/or problem solving. Presented professionally, with referencing of exemplary standard. Suitable for submission to a peer-reviewed journal with minor editing/revision.
75%	A very good project report displaying very good understanding of the research area. Arguments are clearly constructed, well organized and presented. Demonstrates in-depth reading, excellent grasp of the relevant statistical techniques and evidence of some degree of originality of thought, analytical skill and/or problem solving. Very well presented, with referencing of a very high standard. May be suitable for submission to a peer-reviewed journal with some editing/revision.
62%, 65%, 68%	A good project report displaying a clear understanding of the research area with good use of relevant reading and effective use of relevant statistical techniques. Research aims and questions are clearly stated. The report is well organized and presented, referencing in correct APA format, and contains few errors or omissions.
52%, 55%, 58%	An adequate project report displaying a basic understanding of the research area, with limited evidence of relevant reading. Research aims and questions are stated (possibly with some omissions/ inaccuracies). Includes original data collections/ analyses, and very basic account of methods used. Demonstrates some familiarity with relevant statistical techniques (though there may be some errors in application). There may be some irrelevant material, errors, omissions, poorly expressed ideas. Adequately presented, with some referencing errors (may include some deviations from correct APA format).

<b>Note: marks less than 50% constitute a fail</b>	
<b>45%</b>	A weak project report displaying a limited understanding of the research area, with little evidence of relevant reading. Research aims and questions are confused or vague. May include little original data collection/analyses, and possibly inadequate account of methods used. May be some significant omissions or inaccuracies, and discussion may not focus on the relevant research question(s). There are significant weaknesses in presentation. References section may be inadequate, and there may be some referencing errors.
<b>25%, 35%</b>	A poor project report displaying very limited understanding of the research area. Little or no evidence of relevant reading. Research aims and questions are confused or vague. May include little or no original data collection/analyses. Inadequate account of methods used. There may be some major omissions and significant weaknesses in presentation. References section may be inadequate, and there may be many referencing errors.
<b>15%</b>	A very poor project report that makes some minimal attempt to address the research conducted and related research but shows very limited understanding with major errors and omissions, and little or no evidence of relevant reading. No research aims or questions specified. No original data collection/analyses. Poorly presented and no or inadequate referencing.
<b>5%</b>	The project report shows a clear lack of understanding of the research area and the research conducted and contains serious errors and omissions. Poorly presented with inadequate or absent referencing.
<b>0%</b>	Contains no evidence of relevant knowledge or understanding of the research conducted.

The regulations explain in detail how your final degree class is calculated. The marks obtained on each course in your degree programme are recorded and can be reproduced in a transcript.

The marking criteria below are the generic College marking criteria. This will be used to mark all work except the Dissertation, shown above.

## 6.8 Generic postgraduate marking criteria

This will be used to mark your exam and all assignments.

Work displaying some or all of the following features, depending on the nature of the assignment or task:

### (95%)

- Publishable quality
- Outstanding research potential
- Ability to plan, organise and execute independently a research project or systematic review to the highest professional standards
- Exceptional degree of creativity, originality and independence of thought
- Ability to make informed judgements, develop original insights, and construct productive hypotheses in the absence of complete data
- Highest professional standards of competence, expression and presentation (written, oral, visual)
- Ability to assemble information from different sources to produce exceptionally well-organised and original answers
- Ability to analyse data critically and formulate questions which lead to original lines of enquiry
- Ability to evaluate critically existing methodologies and suggest new approaches to current research or professional practice
- Flexibility of thought, and the ability to employ different approaches to the solution of highly complex and novel problems
- Ability to evaluate published or publicly-presented work critically and to the highest professional standards
- Penetrating analysis of primary sources of literature and information
- An exceptionally high level of understanding of current research techniques and how they can be applied most effectively to investigate challenging new problems
- Outstanding levels of accuracy and technical competence

### (85%)

- Publishable quality subject to minor amendments
- Excellent research potential
- Ability to plan, organise and execute independently a research project or systematic review to a very high professional standard
- Very high professional standards of competence, expression and presentation (written, oral, visual)
- High degree of creativity, originality and independence of thought
- Ability to assemble information from different sources to produce very well-organised and original answers
- Ability to analyse data critically and formulate questions which may lead to productive lines of enquiry
- Ability to evaluate critically existing methodologies

- Flexibility of thought, and the ability to employ different approaches to the solution of complex and novel problems
  - Ability to evaluate published or publicly-presented work critically and to a high professional standard
  - Ability to analyse primary sources of literature and information critically
  - A deep understanding of techniques applicable to their own research or advanced scholarship
  - Very high levels of accuracy and technical competence

(75%)

- Publishable quality subject to amendments advised by academic staff
- Potential to proceed to research at Doctoral level
- Ability to plan, organise and execute independently a research project or a systematic review to a good professional standard
- Very good professional standards of competence, expression and presentation (written, oral, visual)
- Some evidence of creativity, originality and independence of thought
- Ability to assemble information from different sources to produce well-organised answers displaying some evidence of originality
- Ability to analyse data critically and raise relevant questions
- Flexibility of thought, and the ability to employ different approaches to the solution of problems
- Ability to evaluate published or publicly-presented work critically and to a good professional standard
- Ability to analyse primary sources of literature and information accurately and with some evidence of critical insight
- A comprehensive understanding of techniques applicable to their own research or advanced scholarship
- High levels of accuracy and technical competence

(62%, 65%, 68%)

- Good professional standard of competence, expression and presentation (written, oral, visual)
- Clear evidence of the potential to undertake original research or a systematic review given appropriate guidance and support
- Evidence of some creativity, originality and independence of thought
- Ability to assemble information from different sources to produce well-organised and convincing answers
- Ability to analyse data critically
- Some flexibility of thought and the ability to solve complex problems
- Some ability to evaluate published or publicly-presented work
- Some ability critically to analyse primary sources of literature and information
- Good degree of accuracy and technical competence

**Note:** Candidates who have achieved an overall average mark of not less than 60%, with a pass (min 50%) in each course-unit and the dissertation, may be eligible for the award of a



Pass with Merit. Full details of the award regulations for individual postgraduate programmes are given in the College Regulations Handbook.

(52%, 55%, 58%)

- Sound knowledge and understanding of the relevant literature and other key sources of information
- Ability to produce satisfactory answers to problems and questions
- Ability to construct largely coherent and relevant answer to questions, though with few signs of originality
- A sufficiently competent professional standard of organisation and expression
- Ability to engage in research involving a some degree of originality, when provided with close supervision and support
- Satisfactory degree of competence and technical accuracy

(42%, 45%, 48%)

- Basic knowledge and understanding of some of the essential literature and other key sources of information, but answers are either incomplete or not sufficiently coherent
- Shows some grasp of the problem or topic but lacks clarity in written or oral presentation
- Little evidence of independent thought
- Little or no evidence of originality in answers
- Work which is just below an acceptable basic professional standard

(25%, 35%)

- Fragmentary knowledge and understanding of the essential literature and other key sources of information, yielding answers which show only a limited degree of understanding
- Shows little grasp of the problem or topic, and lacks clarity in written or oral presentation
- Almost no evidence of independent or original thought
- Work that is clearly below an acceptable basic professional standard

(5%, 15%)

- Almost entirely lacking in evidence of knowledge and understanding of the essential literature and other key sources of information, yielding answers which, at best, show only the most rudimentary understanding of the question
- Shows almost no insight into the problem or topic
- Confused and incoherent written or oral presentation
- Totally devoid of independent or original thought
- Work that is far below an acceptable basic professional standard

The final mark for each course will be expressed as a percentage above.

The marks obtained on each course in your degree programme are recorded and can be reproduced in a transcript.

## 1.1 Marking Criteria: PS5303 Cognitive, Social and Neuroscience Approaches to Forensic Investigations

This is a lecture- and seminar-based course where the first half will be lecture and in the next half student presentations and discussions of scientific papers.

**Assessment 1:** Participation contributes 10% to final grade, and includes

### Presenting papers

Completing peer assessments  
Completing self-assessment  
Contributing to discussions

### In-class presentations:

There will be 1 presentation per class per group (except for the first class)  
You will be allocated to a group

Each student will present two articles and lead the discussion in their group

- One article will be provided and on Moodle and each presenter chooses the second, related article
- Email your chosen article to [laura.mickes@rhul.ac.uk](mailto:laura.mickes@rhul.ac.uk) at least three days in advance of your presentation date so that others will have time to read it
- All articles will be available on Moodle
- All students will read all articles that are assigned to their groups and be prepared to answer and ask questions
- All students are expected to participate in the discussions

In-class presentation rubric for peer and self-assessments<sup>1</sup>

For each in-class presentation, you will assess yourself and your peers. Always be conscientious and constructive. Each week, the matrix will be provided for you, and you should have the criteria breakdown handy. You will turn this into the lecturer for that day and they will be given to the speakers as soon as possible.

### Matrix

Assessment Criteria	Assessment*	Comments
1. Quality of presentation		
2. Background coverage		
3. Experiment descriptions		
4. Explanations of conclusion(s)		
5. Article selection		
6. Leading of discussion		
Total		

---

<sup>1</sup> Adapted from: Verkade, H., & Bryson-Richardson, R. J. (2013). Student acceptance and application of peer assessment in a final year genetics undergraduate oral presentation. *Journal of Peer Learning*, 6, 1-18.

\*Assessment key: 4 = outstanding; 3 = admirable; 2 = okay; 1 = needs improvement

## Criteria Breakdown

### 1. Quality of presentation

#### Outstanding

- Speaks with good pacing
- Makes eye contact
- Looks at notes or screen only occasionally
- Uses engaging tone

#### Admirable

- Speaks well, but often backtracks
- Makes good eye contact
- Looks at notes or screen occasionally

#### Okay

- Too much detail
- Some hesitation and uncertainty are apparent
- Makes little eye contact
- Looks at notes or screen frequently
- Monotone and non-engaging delivery

#### Needs improvement

- Makes no eye contact
- Reads strictly from notes
- Hesitation and uncertainty are apparent

### 2. Background coverage

#### Outstanding

- Clearly and succinctly covers the background literature to understand the topic
- Research question(s) clearly identified
- Hypothesis clearly identified

#### Admirable

- Adequately covers the background literature to understand the topic
- Research question(s) identified
- Hypothesis identified

#### Okay

- Covers background literature in too much (irrelevant) or too little detail to fully understand
- Research question(s) confusing
- Hypothesis confusing

### **Needs improvement**

- Unclear coverage of the background
- No mention of or lack of understanding of research question and hypothesis

## **3. Experiment descriptions**

### **Outstanding**

- Methods are clearly described
- Results are clearly presented with sufficient detail to allow the audience to critically analyze the experiments

### **Admirable**

- Methods are mostly clearly presented
- Results are mostly presented clearly but a few details required for the analysis are lacking or vaguely described

### **Okay**

- Methods are vague and imprecisely described
- Results are presented clearly but some are vaguely or imprecisely described

### **Needs improvement**

- Methods unclear or not covered
- Results not presented with sufficient detail for their analysis

## **4. Explanations of conclusion(s)**

### **Outstanding**

- Conclusions are well explained and completely justified as clear and logical interpretation of the evidence

### **Admirable**

- Conclusions are appropriate and mostly well explained but in a few cases it is not clear how the evidence supports the conclusion or not all of the implications have been considered

### **Okay**

- Some accurate conclusions are presented but are not fully justified by the evidence presented or some obvious implications have not been considered

### **Needs improvement**

- No conclusions, or incorrect conclusions, presented

## **5. Article selection**

### **Outstanding**

- Chosen article is highly relevant to assigned paper
- The information from both articles are synthesized well

#### **Admirable**

- Chosen article is relevant to assigned paper
- The information from both articles are linked, but some links not made

#### **Okay**

- Chosen article is not related to the assigned paper
- Link between both articles not clearly made

#### **Needs improvement**

- No chosen article

### **6. Leading of discussion**

#### **Outstanding**

- Understands audience questions
- Can integrate knowledge to answer questions
- Thoroughly responds to questions
- Keeps discussion flowing on topic
- Does not let discussion move to anecdotal evidence

#### **Admirable**

- Understands audience questions
- Can integrate knowledge to answer questions
- Thoroughly responds to most questions
- Discussion does not flow
- Some discussion on related anecdotal evidence

#### **Okay**

- Makes an effort to address questions
- Can address some questions
- Responds poorly to some questions
- Discussion is halted and awkward
- Mostly discussions based on anecdotal evidence

#### **Needs improvement**

- Responds poorly to questions or makes no effort
- Overlooks obvious answers
- Little to no discussion
- Discussions based only on anecdotal evidence

#### **1.1.1 Coursework presentation marking criteria**

(Also refer to the generic postgraduate marking criteria.)

Assessment Criteria
1. Quality of presentation
2. Background coverage
3. Experiment descriptions
4. Explanations of conclusion(s)
5. Article selection

### **1. Quality of presentation (including clarity of expression, presentation skills)**

**Strive for:**

- Using a clear slide layout
- Excellent use of images (they must be related)
- Using minimal text
- Labeling the figures properly
- Making the slides clearly readable
- Using smooth and logical transitions
- Speaking with a good pace
- Using an engaging tone

**Try to avoid:**

- Using text that is too small
- Using labels, text, and legends that are a bit unclear or too small
- Cluttered slides
- Providing too much detail
- Blocks of text
- Unrelated images
- No transitions
- Presenting in monotone and non-engaging delivery
- Going over 15 minutes

### **2. Background coverage**

**Strive for:**

- Clearly and succinctly covering the background literature (not just from the paper you are presenting on)
- Clearly identifying the research question(s)
- Clearly identifying the hypothesis

**Try to avoid:**

- Covering background literature in too much, irrelevant, or too little detail
- No mention of, or lack of understanding of, the research question(s) and hypothesis

### **3. Experiment descriptions**

**Strive for:**

- Clearly describing the methods
- Presenting results clearly with sufficient detail

**Try to avoid:**

- Presenting methods that are vague and imprecisely described, or described in too much detail
- Presenting results in too much detail
- Presenting results imprecisely or that shows a lack of understanding

**4. Explanations of conclusion(s)**

**Strive for:**

- Conclusions are well explained and completely justified as clear and logical interpretation of the evidence
- Demonstration of critical thinking

**Try to avoid:**

- Not presenting any conclusions, or presenting incorrect conclusions
- Simply recapping the article's conclusions

**5. Article selection**

**Strive for:**

- An article that is highly relevant to a course topic

**Try to avoid:**

- An article that is unrelated to a course topic
- An article that is not an empirical article

Need a studio to ensure top quality sound?

Contact [PsyOffice](#) and book a soundproof room

**1.1.2 How to make a voiceover PowerPoint presentation:**

1. On the Slide Show tab, click 'record slide show'.
2. Click 'Start Recording from Beginning' or "Start Recording from Current Slide".
3. Click the arrow in the top left corner to move through the presentation.

How to make your PowerPoint presentation smaller so it will upload quicker:

1. Select 'File'
2. Choose 'Reduce File Size'
3. Choose the picture quality you think is best
4. Select 'Remove cropped picture regions'

How to upload your presentation:

1. Create your base PowerPoint presentation (without audio). Submit this to the Coursework Submission box in Moodle. Please make a note of the Paper ID number as this will be required during the next stage.
2. Save a copy of your PowerPoint to MP4 format and rename it as follows "insert Paper ID number; insert your full name". Do not add any other information to the title. Then add your audio. This means that this assessment will not be marked anonymously. You then need to upload your finished MP4 (Voiceover PowerPoint Presentation) to Panopto. Full details on how to do this are in the document – **please follow them very carefully**.

Note: we require that you complete both parts of the submission process before the submission deadline. We strongly recommend that you start uploading your presentation well in advance of the submission deadline because upload times can vary depending on a number of factors (e.g. connection speed). The more time you can give yourself the better, just in case you encounter any problems with the upload.

You can upload several versions but the newest will not replace any previous versions so you must delete any drafts, leaving only the final finished version on the system by the deadline.

Please note: Turnitin will not accept MP4 files of any size.



## 6.9 Students with Specific Learning Needs

### Green stickers

The College operates a system of 'flagging' certain scripts where a student has a specific learning need and these may be flagged either in green (coursework and other assignments) or in red (examination scripts) or in yellow (Amanuensis scripts). The sticker system operated across the College is placed on a piece of work or examination script to 'flag up' to the examiner/marker that the student has a condition which affects their writing and that the student should not be unfairly penalised for errors in spelling, punctuation, grammar or presentation. It does not mean that students will be awarded additional or adjusted marks as a result. For courses where spelling is an integral part of the learning outcome it will not be possible for the examiner/marker to ignore errors in spelling, punctuation, grammar or presentation. The College's Disability and Dyslexia webpage (<https://www.royalholloway.ac.uk/students/help-support/disabilities-and-dyslexia/home.aspx>) does however have links to Assistive Software that students can use to help eradicate such errors. Students who may be entitled to use the sticker system are those who are registered with the College's Disability and Dyslexia Service as having a specific learning difficulty such as Dyslexia or Dyspraxia or severe manual dexterity. To register with the Disability and Dyslexia Service please email: [Disability-Dyslexia@rhul.ac.uk](mailto:Disability-Dyslexia@rhul.ac.uk)

## 7 Assessment Information

### 7.1 Illness or other extenuating circumstances

Students are advised to carefully read the [Instructions to candidates](#) as well as the [Extenuating circumstances – Guidance for students](#).

Extenuating circumstances are defined as unforeseen circumstances which are **outside a student's control** and which may **temporarily** prevent a student from undertaking an assessment or have a **marked/ significant detrimental/adverse impact** on their ability to undertake assessment by coursework or examination to the standard normally expected.

This means that such circumstances rarely occur. They are outside your control as they are:

- Unforeseeable - you would not have prior knowledge of the event (e.g. you cannot foresee that you will be involved in a car accident);
- Unpreventable – you could not reasonably do anything in your power to prevent such an event (e.g. you cannot reasonably prevent a burst appendix.)

It is these short-term (temporary) circumstances that the College normally regards as extenuating circumstances.

#### Inability to submit coursework

If you are unable to submit coursework through unexpected illness or other acceptable cause (i.e.

events which are unpreventable and unforeseeable) it is assumed that you will request an extension to the submission deadline from your department. In order for an extension to be granted you will need to provide the department with adequate documentation in accordance with the guidance in the [Extenuating Circumstances – Guidance for students](#). The decision on whether to grant an extension rests with your department.

### **Absence from an examination**

The Sub-Board of Examiners may take the following into account when considering your results: if you miss an examination through unexpected illness, or other acceptable cause (events which are unpreventable and unforeseeable), if you commence an examination and have to leave due to acute illness or if you believe your performance on the day was seriously compromised by an unexpected and acute illness that you could not reasonably have been expected to have managed otherwise. You will, however, need to submit an **Extenuating Circumstances form** and have adequate supporting documentation in accordance with [Extenuating Circumstances – Guidance for students](#). You should also read the section **Illness & absences from an examination and departmental assessments and extenuating circumstances** in the [Instructions to Candidates](#) issued by Student Administration <http://www.royalholloway.ac.uk/ecampus/academicsupport/examinations/examinations/home.aspx> for full details on how to inform your department about extenuating circumstances relating to missed examinations as well as the **deadline for submission of such information**.

### **Ongoing circumstances**

If you have ongoing circumstances that you believe are adversely affecting your performance during the year, these should be raised with your department and with the College's [Welfare & Wellbeing services \(Academic Services Directorate\)](#) as soon as possible so that strategies to help you manage the situation can be considered e.g. you have an illness that does not constitute a disability, a family member is ill and needs your support or you have suffered an adverse life event.

It may be that the circumstances are severely impacting on your ability to study by causing you to repeatedly miss scheduled teaching and/or impacting on your ability to complete assessments at the designated time. If this is the case and there is not a reasonable method available to enable you to manage the situation, you may need to consider, in consultation with your department and [Welfare & Wellbeing services \(Academic Services Directorate\)](#), whether it would not be in your best interests to interrupt until the issues have been resolved and you are able to fully commit to and benefit from your academic studies.

Ongoing adverse circumstances do not normally constitute extenuating circumstances as they are not unforeseen and in some cases may be preventable. As such, it is unlikely that the Sub-board will be able to take action to mitigate such circumstances. For further information, please read the [Extenuating circumstances – Guidance for students](#).

### **Support and exam access arrangements for disabled students and those in need of support**

Some students at the College may have a physical or mental impairment, chronic medical condition or a Specific Learning Difficulty (SpLD) which would count as a disability as defined by

the Equality Act (2010) that is, “a physical or mental impairment which has a long-term and substantial effect on your ability to carry out normal day-to-day activities”. It is for such conditions and SpLDs that [Disability and Dyslexia Services](#) can put in place support and exam access arrangements. Please note that a “long-term” impairment is one that has lasted or is likely to last for 12 months or more.

If you have a disability or SpLD you must register with the [Disability and Dyslexia Services Office](#) before support and exam access arrangements (‘reasonable adjustments’) can be put in place. There is a process to apply for special arrangements for your examinations. Disability and Dyslexia Services can discuss this process with you when you register with them. Please see the section [Students in need of support](#) (including disabled students) for further guidance about registering with the Disability and Dyslexia Services Office.

Please note that if reasonable adjustments, including exam access arrangements, have been put in place for you during the academic year, the Sub-board will not normally make further allowance in relation to your disability or SpLD.

## 7.2 Submission of written work

Coursework must be submitted electronically to Turnitin through Moodle, which can be accessed at the following web link: <https://moodle.royalholloway.ac.uk/>

For further information on how to upload and submit your work, refer to the guides on Moodle.

### School of Law - coursework submission

All coursework (course code starting with CR) must be submitted by **10:00am** on the day of the deadline for assignments in the School of Law. A list of course deadlines is shown on the course Moodle page.

### School of Psychology - coursework submission

All coursework (course code starting with PS) must be submitted by **10:00am** on the day of the deadline. Each coursework deadline is shown on its individual coursework Moodle page. Coursework must be submitted electronically to Turnitin through Moodle, which can be accessed at the following web link: <https://moodle.royalholloway.ac.uk/>

A submission box will be provided to enable you to upload your work in Moodle. A late box will be created to enable late submission. **Please note the last work submitted will be marked.** This means if you submit to the main box and then decide to resubmit to the late box this version will be marked and the late penalty applied unless an extension has been agreed. Please see the section on applying for an [extensions to the deadlines](#), and the section for details on [Illness or other extenuating circumstances](#).

**Please ensure that when uploading your assignment that you enter your candidate number in the ‘submission title’ section on Turnitin.**

Unless otherwise specified, submitted coursework must be in a **standard Word document**

**format** (doc or docx) and **less than 5MB in size**. Further details and instructions for electronic coursework submission can be found on the [Psychology Student Information page](#) in Moodle. If you are using a program other than Word on your personal computer, it is your responsibility to convert this to a Word format (by opening, formatting, and saving it using a campus computer prior to submission).

**Please note that it is your own responsibility to check that you have submitted the correct file and that the coursework was successfully uploaded to the correct course** (acknowledged by an electronic receipt emailed to you once the file is uploaded). Make sure you read and follow the online submission instructions carefully.

You are strongly advised not to leave it until the last minute to upload your coursework onto the system. **Computer and/or internet problems are not accepted as grounds for late submission and you will be penalised.**

Uploading to Moodle sometimes takes a few minutes, therefore **we recommend that you upload your assignment at least one hour before the deadline**. Late submission due to Moodle upload times will not be accepted as a reason for an extension application.

All coursework assignments must be typewritten, double-spaced, minimum 12 point font size and with numbered pages.

You are reminded that when submitting any essay you declare that

- the coursework submitted is your own work and has not (either in whole or in part) been submitted towards the award of any other qualification either at Royal Holloway or elsewhere.
- you have attributed/referenced all sources of information used during the completion of the assignment
- you are aware that failure to do so constitutes an assessment offence.

In the light of this requirement, any student deemed by the examiners to be guilty of plagiarism (see the section on [Plagiarism](#)) will be held liable to penalties incurred by cheating.

### 7.3 Extensions to deadlines

You are expected to hand in your coursework assessments on time. However, unforeseeable or unpreventable circumstances may occasionally arise which prevent you from doing so. In this case you should apply for a deadline extension using the College's online extension application portal. You must do this before the original deadline, and you will need to submit appropriate evidence to support your application. This will be considered by your department. If your application is approved then you will be sent an email confirming this, along with your new deadline for the assessment. If your application is rejected, you will be

sent an email confirming the rejection and stating that the original deadline stands. If the application is pended then you may be asked to attend an interview in your department to discuss your application, and to bring in your supporting evidence in hard copy. If you submit too many extension applications then you will be required to meet your Personal Tutor, who may direct you to support services to help you meet your deadlines.

#### **7.4 Penalties for late submission of work**

Work submitted after the published deadline will be penalised in line with Section 13 (5) of the College's [Postgraduate Taught Regulations](#).

Please ensure that you are aware of the deadlines set by your department(s) and also the requirements to meet this deadline, e.g. whether you need to submit electronic and/ or paper copies for your submission to be deemed complete (see 7.2 above).

##### **Section 13 (5)**

*'In the absence of acceptable extenuating cause, late submission of work will be penalised as follows:*

- *for work submitted up to 24 hours late, the mark will be reduced by ten percentage marks;\**
- *for work submitted more than 24 hours late, the mark will be zero.'*

\*eg. an awarded mark of 65% would be reduced to 55% and a mark of 45% would be reduced to 35%.

If you have had extenuating circumstances which have affected your ability to submit work by the deadline these should be submitted in writing, accompanied by any relevant documentary evidence, to your department(s). As with all extenuating circumstances it is the discretion of the examiners whether to accept these as a reason for having not submitted work on time. Please see the section for details on [submitting requests for extenuating circumstances](#) to be considered.

#### **7.5 Anonymous marking and cover sheets**

It is important to remember that when submitting coursework, you must not write your name or student number on any assignment. You will need to include your candidate number, found on your student portal. By securing your anonymity, you can be confident that the marking process is fair and unbiased by any individual factors.

#### **7.6 Penalties for over-length work**

Work which is longer than the stipulated length in the assessment brief will be penalised in line with Section 13 (6) of the College's [Postgraduate Taught Regulations](#).

##### **Section 13 (6)**

*Any work (written, oral presentation, film, performance) which exceeds the upper limit set will be penalised as follows*

- (a) *for work which exceeds the upper limit by up to and including 10%, the mark will be reduced by ten percent of the mark initially awarded;*
- (b) *for work which exceeds the upper limit by more than 10% and up to and including 20% ,the mark will be reduced by twenty percent of the mark initially awarded;*
- (c) *for work which exceeds the upper limit by more than 20%, the mark will be reduced by thirty percent of the mark initially awarded.*

*The upper limit may be a word limit in the case of written work or a time limit in the case of assessments such as oral work, presentations or films.*

In addition to the text, the word count should include quotations and footnotes. Please note that the following are excluded from the word count: candidate number, title, course title, preliminary pages, bibliography and appendices.

## **7.7 Return of written coursework**

The following College policy applies to the return of coursework:

Assessed work (other than formal examinations) should be returned within 4 weeks of the submission deadline, except in cases where it is not appropriate to do so for academic reasons. The deadline for the return of marked work should be made clear to students when they receive their assignments. In the event that the intended deadline cannot be met, the revised deadline must be communicated to students as soon as possible.

Electronically submitted coursework will be returned via Turnitin to the students with feedback.

### **Feedback on Written Work**

Feedback is available on your written work in a number of ways:

- by reference, together with your mark, to the marking criteria;
- individual and generic feedback from markers on essays and compulsory coursework assignments (and verbal feedback where requested);
- feedback from your supervisor on your dissertation project.

To improve the standard of your written work, you should pay close attention to the comments you receive and try to accommodate them, wherever possible, in subsequent work. Guidance on the presentation and content of written work can also be obtained from the appropriate Course Coordinator.

### **What you can expect from your markers in terms of coursework feedback**

Throughout your degree you will have many different coursework assignments such as

essays, lab reports, critical evaluations of papers, etc. Having different types of assignments will result in different forms of feedback (including feedback sheets and access to general feedback). We give you a variety of assessments to aid your academic development, and consequently the methods and styles of feedback will vary accordingly. Note that the level, quality, and quantity of our feedback is not dependent on how much a particular assignment is worth (e.g. 25% of your final mark vs. 50% of your final mark), or the word count of the assignment (e.g. 1500 words vs. 4000 words). Rather, it is expected that all assignments deserve feedback that will allow students to see where they have done well and where they could improve.

Within assignments, there may be more than one marker. Each marker differs in the way that they comment on your assignments, with some being more concise than others. Furthermore, we strive to provide the best and most suitable feedback for each individual piece of work. This means that there can be variability in the feedback received by different students or by the same student for different pieces of work (regardless of whether the marker is the same or different); this is a great strength in our marking procedures. Importantly, we take great care to ensure consistency in the quality of feedback across markers and students, so although quantity may seem variable, quality is consistent.

### **What to do if you have questions about your mark or feedback**

The processes in place to ensure that the marks and feedback returned to you are accurate and helpful mean that it should not normally be the case that you would have further questions about your mark or feedback, once it is returned to you. However, if you have questions about a specific mark or piece of feedback on a coursework essay, in the first instance approach the marker by e-mail to arrange a meeting. If you have queries about a series of marks received, arrange a meeting with the Programme Director. If you are not satisfied with either of these meetings you may e-mail the Director of Teaching and Learning, to arrange an appointment. Please do not contact the Head of School about these issues. **Although you may receive further feedback and guidance, note that your mark will not be changed.**

The marks received for compulsory coursework essays are not negotiable. College does not accept appeals on the basis of academic judgment. If you think there is the possibility that an administrative error has occurred, approach the relevant Course Coordinator and the necessary checks will be made. Full details of the complaints and appeals procedure are set out in the College Regulations

<https://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx>

## **7.8 Assessment offences**

The College has regulations governing **assessment offences** that can found on the following webpage:

<http://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx>

Assessment offences include, but are not limited to plagiarism (see 7.9 below), duplication of work,

that is, submitting work for assessment which has already been submitted for assessment in the same or another course, falsification, collusion, for example, group working would constitute collusion where the discipline or the method of assessment emphasises independent study and collective ideas are presented as uniquely those of the individual submitting the work, failure to comply with the rules governing assessment (including those set out in the 'Instructions to candidates'. The Regulations set out some of the types of assessment offences in more detail, the procedures for investigation into allegations of such offences and the penalties. Students are strongly encouraged to read these Regulations and to speak with their Personal Tutors or other members of staff in their department should they have any queries about what constitutes an assessment offence. The College treats assessment offences very seriously and misunderstanding about what constitutes an assessment offence will not be accepted as an excuse. Similarly extenuating circumstances cannot excuse an assessment offence.

## 7.9 Plagiarism

### Definition of plagiarism

'Plagiarism' means the presentation of another person's work in any quantity without adequately identifying it and citing its source in a way that is consistent with good scholarly practice in the discipline and commensurate with the level of professional conduct expected from the student. The source that is plagiarised may take any form (including words, graphs and images, musical texts, data, source code, ideas or judgements) and may exist in any published or unpublished medium, including the internet.

Plagiarism may occur in any piece of work presented by a student, including examination scripts, although standards for citation of sources may vary dependent on the method of assessment. Identifying plagiarism is a matter of expert academic judgement, based on a comparison across the student's work and on knowledge of sources, practices and expectations for professional conduct in the discipline. Therefore it is possible to determine that an offence has occurred from an assessment of the student's work alone, without reference to further evidence.

### 7.9.1 School of Law and the Department of Psychology Guidance

**Avoiding Plagiarism.** Different disciplines have different expectations for good scholarly practice in acknowledging another person's work. For example, in Psychology, this includes 1) citing the author(s) every time you refer to their work or ideas in a written assignment; 2) listing the full reference for each citation at the end of your assignment. Like most Psychology departments, the Department of Psychology uses APA Style rules for citations and references, summarised in Appendix 2 of this handbook (**Referencing**). Before you submit an assignment, double-check its format against this appendix. It will not only help you avoid plagiarism, but also improve the presentation of your written work.

In addition, both Departments require all students to complete an online tutorial on Avoiding Plagiarism before submitting their first assignment. The tutorial is available on Moodle: <http://moodle.rhul.ac.uk/login/index.php> It is compulsory to complete this tutorial. Students



who do not comply with this request may have the marking of their coursework essay(s) delayed.

### 7.9.2 Other Assessment Offences

**Avoiding Duplication.** Students should note that re-using coursework in more than one assignment is not permitted and is considered **duplication**. Avoid **duplication** by not reusing your own work across separate assignments.

**Avoiding Collusion.** Note that, you should be especially careful, when studying closely with other students, that each submitted work is individual. Assignments that share a substantial component may be considered **collusion**. Avoid **collusion** in group work or when studying closely with others by ensuring that the work you submit presents your individual ideas, not collective ideas.

If you have any doubts about what constitutes an academic offence, or how to avoid it, consult the Regulations on Assessment Offences and/or your Personal Advisor/Programme Director for advice.

Note that when you submit coursework, Moodle will pass your submission to the Turnitin services which is one tool the Departments use for plagiarism detection.

### 7.10 Marking of illegible scripts

It is College policy not to mark scripts that are illegible. If you anticipate that you may have difficulty in handwriting scripts that would lead to your scripts being illegible you should contact the **Disability and Dyslexia Services**. Please note the deadline for making an application for Examination Access Arrangements is in January each year. Therefore it is in your interest to contact DDS as soon as you are able in the Autumn Term in order that you have time to get any necessary evidence required for the application.

### 7.11 Progression and award requirements

The Regulations governing progression and award requirements are set out in your Programme Specification (<http://www.rhul.ac.uk/coursecatalogue/home.aspx>) and also more generally in the Postgraduate Taught Regulations.

For details on the requirements governing the level of award please see the section on the **Consideration and Classification of Candidates for the Award** in the Postgraduate Taught Regulations.

### 7.12 Examination/assessment results

Please see the **Examinations & Assessments** website for details of how you will be issued with your **results**.

The Examinations & Assessments website is the place where you can access the [Instructions to Candidates](#) and details of the examinations [appeals](#) procedures.

## 8 Student Support

### 8.1 Non-academic related enquiries & support

The Student Services Centre is located in the Emily Wilding Davison Building and provides a single point of contact for all non-academic related queries including accommodation, fees and funding, enrolment and graduation. For further details please visit <http://www.royalholloway.ac.uk/ssc>.

### 8.2 Students in need of support (including disabled students)

Your first point of reference for advice within the Department is your Personal Advisor. Inevitably, problems will sometimes arise that your Personal Advisor is not qualified to deal with. The College offers a high level of student welfare support which, includes a highly regarded Counselling Service, dedicated educational and disability support, as well as a wealth of student wellbeing, financial, career and other advice. There is also an NHS GP practice (the Health Centre) on campus located in Founder's East. Further details of each service can be found on the College web on the [Student Welfare](#) page:  
<https://www.royalholloway.ac.uk/students/help-support/help-and-support.aspx>

If you have a disability or specific learning difficulty, it is important that you bring it to our attention as soon as possible. The Departmental Disability and Dyslexia Service (DDS) representative is Dr Simon Behrman. You must also contact the DDS (Founders West 143; tel: +44 (0)1784 276473; email: [disability-dyslexia@royalholloway.ac.uk](mailto:disability-dyslexia@royalholloway.ac.uk)) who advise on appropriate sources of help. Further information is available on the College web on the [Support, health and welfare](#) page <https://www.royalholloway.ac.uk/students/help-support/disabilities-and-dyslexia/home.aspx>

### 8.3 Academic Skills Support

The Centre for the Development of Academic Skills ([CeDAS](#)) offers a variety of courses, workshops, 1:1 tutorials, online resources that aim to ensure all students at Royal Holloway reach their full academic potential in a range of areas, including academic writing, oral communication skills and maths and statistics.

Whatever your needs, CeDAS is there to ensure that you can perform to the best of your ability, whether it be through a workshop that introduces you to a crucial academic skill, a session within your department that focuses on writing in the discipline, a course that develops your confidence and competence in academic English language, or a 1:1 tutorial with a specialist to help you master a maths technique or sharpen your essay skills.

The Centre also oversees the Royal Holloway Proofreading Scheme, which enables students to pay for an approved third-party proofreader to identify surface error in final drafts. Please note that Royal Holloway does not permit the use of paid third-party proofreaders who are not part of this scheme.

The CeDAS Office can be found on the ground floor of the International Building, room IN002, and you can follow them on Twitter: @cedasrhul. Further details can be found on the [CeDAS](https://www.royalholloway.ac.uk/cedas) webpages: [www.royalholloway.ac.uk/cedas](https://www.royalholloway.ac.uk/cedas).

#### 8.4 Student-Staff Committee

There is a student-staff committee on which both taught and research students are represented. For constitution see committee's handbook under Compliance/Governance

<http://www.royalholloway.ac.uk/iquad/collegepolicies/home.aspx>

The Committee meets three times each year and plays an important role in the Department as a forum for airing student views.

You can use the Committee to raise any issues that concern students. Notices will appear on departmental notice boards giving details of forthcoming elections or the names of current representatives.

#### 8.5 Students' Union

The **Students' Union** offers a wide range of services and support, from entertainment and clubs/societies to advice on housing and academic issues. The Advice and Support Centre, situated on the first floor of the Students' Union, runs a confidential service that is independent from the College. Open 9.30am - 5pm, Monday – Friday, it operates an open door policy exclusively for students during term time. However, during vacation periods students should call to book an appointment. Full details can be found at [www.su.rhul.ac.uk/support](http://www.su.rhul.ac.uk/support).

#### 8.6 Criminology and Sociology Society

The Criminology Society is a student led dynamic community and platform aimed to share experiences and interactions beyond what could be delivered through a virtual or conventional classroom domain. It will be interactive not only amongst its members but also with the real world through a variety of events and opportunities. Join us on this unique educational journey to explore every aspect of the sociological and criminological realm! If the study of society or crime has taken your fancy feel free to email us at [crimsociety@rhul.ac.uk](mailto:crimsociety@rhul.ac.uk)

#### 8.7 Psychology Society

The Psychology Society is a Student Union Society that is organised and run entirely by students. The Society has an important social function within the Department of Psychology, since it organises a number of parties and social gatherings. These include weekly socials during term in which students may go down to Crosslands or Medicine for a couple of drinks. It also arranges one-off events such as festive meals, a trip into London, or a night out at the union. This gives psychology students a chance to get to know other students within the Department.

The Society also invites guest speakers to address the Society on topics of interest in Psychology, giving students an opportunity to broaden their interest in psychology. In these optional seminars, guest speakers are invited to discuss a particular topic and students are given an opportunity to actively discuss these relevant issues and topics in psychology with others.

Information about the Society's activities is available on the notice boards located both in the Bourne Annex and outside the Admin Office W214. Feel free to email the Psychology Society president, secretary, or treasurer to ask what's going on (contact information is available on the link to the Psychology Society from the student intranet)  
[http://www.pc.rhul.ac.uk/Student\\_Intranet/PsychologySociety.asp](http://www.pc.rhul.ac.uk/Student_Intranet/PsychologySociety.asp)

## 8.8 Careers Information

The College has a **Careers & Employability Service**, housed in the Emily Wilding Davison Building, which is open to any student during normal College hours.  
<http://www.royalholloway.ac.uk/careers/home.aspx>

## 8.9 Non-academic policies

Please see the **Regulations and Procedures** webpage that includes information on non-academic policies, regulations, and codes of practice as well as the **Student Charter**.  
<http://www.royalholloway.ac.uk/aboutus/governancematters/studentcharter.aspx>

## 8.10 Complaints and academic appeals procedure

If you have a complaint relating to any aspect of the Department or its staff or to any academic or College matter, you should first discuss it informally with your Personal Tutor or with another member of staff in the Department. We would hope that the majority of issues of this kind can be resolved by informal discussion. There are, however, procedures that can be invoked in serious cases. These are set out in the [College Complaints Procedures](#) for students. You should raise your complaint **as soon as possible**.

If the complaint concerns an academic decision, there is an academic appeals process. Please note that an academic appeal can only be submitted once you have received your results via the College portal. Details of the appeals procedures and permitted grounds for appeal can be found on the following [webpage](#).

## 9 Health and Safety Information

### 9.1 Code of practice on harassment for students

This can be found on the student home pages under the [Your Responsibilities as a Student](#) section

of the webpage.

## **9.2 Lone working policy and procedures**

The College has a 'Lone Working Policy and Procedure' that can be found at <http://www.royalholloway.ac.uk/iquad/services/healthandsafety/policiesandprocedures/loneworking.aspx>

Lone working is defined as working during either normal working hours at an isolated location within the normal workplace or when working outside of normal hours. The Department and the type of work conducted by students is classified as a low risk activity and as such the following advice is relevant.

Any health and safety concerns should be brought to the attention of the Departmental Health and Safety Coordinator or the College Health and Safety Office.

It is likely that most activities will take place on College premises. However, the principles contained in the above section will apply to students undertaking duties off campus.

## **9.3 Field trips**

Field work is defined as work or study which is undertaken outside the normal work/study environment, including any undertaken away from College owned or leased property. It will also include work that is beyond normal daily activities on College premises.

A trained field work risk assessor/health and safety coordinator must be consulted at an early stage in the planning. All field work shall be risk assessed using the standard College 'Field Work Risk Assessment Form'.

Prior to a trip, a set of contact details shall be prepared by the member of academic staff responsible for organising the field trip and a copy will also be held by the Head of Security. Details will consist of contact address, at least two contact phone numbers and, if possible an alternative means of contact. This is to allow the College the ability to contact or re-establish contact with the group in case of an emergency.

You are reminded that you are representing Royal Holloway University of London and should act appropriately at all times. It is the student's responsibility to ensure they have the appropriate clothing and footwear.

## **9.4 Work experience opportunities**

The department has excellent links with prisons, government bodies, charities and research organisations and can offer a range of valuable work experience opportunities that students can apply to undertake alongside their studies, supported by academic staff and the careers service. These opportunities are supported by the careers service and we provide funding to

cover travel costs. Further details on specific opportunities and details of how to apply are circulated by email and advertised on noticeboards throughout the year.

## **9.5 Specialist equipment**

Research students may only use test material with the written permission of a member of the academic staff and for a purpose connected with the student's course of work or supervised research. The member of staff who gives permission is responsible for seeing that the tests are used properly and that use of equipment is not undertaken until appropriate training has been completed.

Should equipment develop a fault, switch it off and notify the resources technician or any of the workshop staff. No attempt should be made to dismantle or repair faulty equipment.

## **10 Equal Opportunities Statement and College Codes of Practice**

### **10.1 Equal opportunities statement**

The University of London was established to provide education on the basis of merit above and without regard to race, creed or political belief and was the first university in the United Kingdom to admit women to its degrees.

Royal Holloway, University of London (hereafter 'the College') is proud to continue this tradition, and to commit itself to equality of opportunity in employment, admissions and in its teaching, learning and research activities.

The College is committed to ensure that:

- all staff, students, applicants for employment or study, visitors and other persons in contact with the College are treated fairly, have equality of opportunity and do not suffer disadvantage on the basis of race, nationality, ethnic origin, gender, age, marital or parental status, dependants, disability, sexual orientation, religion, political belief or social origins
- both existing staff and students, as well as, applicants for employment or admission are treated fairly and individuals are judged solely on merit and by reference to their skills, abilities qualifications, aptitude and potential
- it puts in place appropriate measures to eliminate discrimination and to promote equality of opportunity
- teaching, learning and research are free from all forms of discrimination and continually provide equality of opportunity
- all staff, students and visitors are aware of the Equal Opportunities Statement through College publicity material

- it creates a positive, inclusive atmosphere, based on respect for diversity within the College
- it conforms to all provisions as laid out in legislation promoting equality of opportunity.

## **Appendix 1– Academic Staff Research Interests**

### **Emily Glorney- Programme Director**

Emily Glorney is a Chartered and Registered Forensic Psychologist and conducts qualitative and quantitative research. Emily worked for 10 years conducting clinical assessments and delivering therapeutic interventions in a high secure hospital for men with personality disorder and/or mental illness. Her research focuses on the mental health of offenders in hospitals, prisons and the community, and forensic mental health service delivery. Emily continues to be involved in the psychological assessment of risk of re-offending presented by male prisoners and is a forensic psychology Stage 2 supervisor.

Recent research includes the relationship between traumatic brain injury and violence among women prisoners, evaluation of a specialist brain injury service for women in prison, self-harm by male prisoners, and pathways to online sexual offending.

Emily has an ongoing research collaboration with online PROTECT, an international research group that addresses the safety of children and young people in online and offline environments, by focusing on offenders who engage in online sexual offences against minors. Emily is also working on projects in collaboration with the National Offender Management Service, the Police Federation, and the Disabilities Trust. Previous organisational collaborators include the Missing Persons Bureau of the National Crime Agency, the charity Missing People, and the College of Policing.

### **David La Rooy**

Dr La Rooy received his B.A., M.Sc., and Ph.D degrees from the University of Otago in New Zealand. After completing his M.Sc., he worked as a researcher for a Cognitive Psychology Laboratory, ADHD Research Group, and a Children’s Memory Research Group. In 2003, he completed a Ph.D. investigating how children remember their experiences, and then took up a Post Doctoral Research Fellowship at the National Institutes of Health (NIH) in Maryland, USA. He received specialist police training on forensic interviewing, as well as training in the assessment of the quality of investigative interviews conducted with children alleging abuse. David is a Chartered Psychologist and Associate Fellow of his professional governing body, the British Psychology Society. He is an internationally recognized expert in child forensic interviewing, provides specialist training to Police, Social Work, Solicitors, Lawyers, Advocates, Sheriffs, and Judges. He was awarded a Scottish Institute for Policing Research Lectureship at the University of Abertay Dundee,

Scotland, in 2008, and in 2014 was awarded the Academic Excellence Award at the annual meeting of the International Investigative Interviewers Research Group. He has co-edited two volumes for the 'Wiley Series in the Psychology of Crime, Policing and Law.' David conducts research on topics relating to children and the law with a particular focus on forensic interviewing.

### **Jennifer Storey**

Dr. Jennifer Storey joined the Department of Law in 2016 and received her M.A. and Ph.D degrees from Simon Fraser University in British Columbia, Canada. Jennifer's expertise lies in the assessment, management, and communication of violence risk with a focus on interpersonal violence including intimate partner (or domestic violence), stalking, elder abuse, and sexual violence. She also conducts research on Psychopathic Personality Disorder as it relates to violence. Her papers in these areas can be found at <https://scholar.google.com/citations?user=ZjnZqtwAAAAJ&hl=en>.

Jennifer's research, conducted with graduate and undergraduate students, seeks to answer questions like "What is the nature of interpersonal violence and what makes it more likely to occur?" "How do we best identify a perpetrator's risk for future violence?" and, once identified "How can we intervene to manage that risk so as to prevent future violence?". The research is applied in nature and results in collaborations with health, criminal justice, social work agencies. Jennifer also spent 6 years consulting for the Vancouver Police Department in the Domestic Violence, Criminal Harassment and Elder Abuse Unit to assist with threat assessments and threat management.

Jennifer is currently collaborating with multiple health, police and social work agencies working on research projects designed to help those agencies to implement evidence-based practices and improve the identification, assessment, and management of violence. Projects in all of my research areas are available for undergraduate and graduate student involvement.

### **Derek Perkins**

Professor Derek Perkins is a BPS Chartered and HCPC Registered Clinical & Forensic Psychologist. He was Head of Psychological Services at Broadmoor Hospital (high secure psychiatric service for London and the South of England) from 1986-2013, having previously worked as a clinical and forensic psychologist in the prison service and forensic psychiatric outpatient services in the West Midlands.

Professor Perkins has 40 years of experience of leading and developing psychological services in prison and mental health settings, alongside maintaining research activities in sexual offending. He has an international reputation for his expertise in psychophysiological assessment of offence-related behaviour, with a particular focus on the assessment and treatment of sexual offenders.



He now works partly at Broadmoor Hospital and is also regularly instructed as an expert witness in sexual homicide cases and in family law, alongside active research with The Lucy Faithful Foundation (a child protection charity to prevent child sexual abuse), of which he is a Trustee, and with police and probation services.

Professor Perkins is, with Dr Hannah Merdian from the University of Lincoln, co-lead of the national online PROTECT research group on child sexual exploitation material offending, which is currently coordinating an international working group on best practice in the management of online sex offending.

### **Laura Mickes**

Signal detection and dual process theories of recognition memory; eyewitness memory; mechanisms of memory for social information; and replicability of menstrual cycle shift effects on attitudes and preferences.

Research interests for the school of law can be found here

<https://www.royalholloway.ac.uk/criminologyandsociology/staffdirectory/home.aspx>

Research interests for the Department of Psychology can be found here

[http://pure.rhul.ac.uk/portal/en/organisations/department-of-psychology\\_250e1e3a-104a-4d97-93a3-934ab0e30c02.html](http://pure.rhul.ac.uk/portal/en/organisations/department-of-psychology_250e1e3a-104a-4d97-93a3-934ab0e30c02.html)

## **Appendix 2 – Referencing**

In Psychology we use the APA style for referencing. This includes both for in text citations and the reference list at the end of your papers. Note that in Psychology we do not include a bibliography (an exception to this would be if this is a part of the assignment). Bibliographies are used as a method of referencing all the sources you have read but not that you have necessarily cited within your essay. As with empirical papers, we would like you to reference only those sources which you have cited from in your paper within your reference list.

Below are some of the key points of APA style referencing both for in text citations and for the reference list. This is not an exhaustive list, but are the types of citations and referencing that you will use most often. For more information you should see the APA Publication Manual, which is available in the library.

### **In text citations**

When you make a point that involves one or more pieces of literature you have read, you give the authors' surnames and year of publication next to that point in the text. Depending on the flow of your paragraph, you may wish to do this either in brackets or within the text, as in the following examples.

It has been found that the brain is generally white and sticky (Smith, Perkins, & Davis, 2003).

Smith, Perkins, and Davis (2003) found that the brain is generally white and sticky.

Note in those examples that the ampersand (&) is only used when the authors' surnames are within the brackets. Also, note the placement of commas between names and before the date. The date is always presented in brackets. The citation is included within the relevant sentence, before the full stop. Round brackets, not square or triangular, are used. The authors' surnames are presented in the same order as in the article's header.

Depending on the number of authors of the work you are citing, and how many times you are citing it, you may need to include only some of the authors.

**First citation:** The first time you are citing a paper with 1-6 authors you include all of the authors' surnames in the citation (as in the previous example), but if there were 7 or more authors you would only put the first surname followed by "et al."

**Subsequent citations:** When you have only 1-2 authors, be sure to cite all authors' surnames each time you cite the piece of work, followed by the year. When you have 3+ authors, cite the first author's surname and then put "et al." or "and colleagues", followed by the year (as in the examples below).

... white and sticky (Smith et al., 2007).

Smith et al. (2007) found that brains ...

Smith and colleagues (2007) found that brains ...

**Citing multiple papers to support a point:** If you are citing more than one work at a time, the authors' surnames should be placed in alphabetical order and separated by a semicolon. If you are referring to multiple papers by the same authors, these must be placed in chronological order and separated with a comma. Assign a letter after the year (a, b, c, etc.) to distinguish between them (see example below). Note that you must also have the letter in the reference list at the end.

... successful if intrinsically motivated (Lee et al., 2007c; Scott, 1998).

... type of motivation influences one's study strategies (Smith et al., 2006, 2007a, 2007b; Perkins, 1992a; Davis, 1983).

**Citations from secondary sources:** Wherever possible you should try to obtain the original version of any article you wish to refer to in your coursework. However, it is not always possible to do so (e.g., the library does not have a hard copy, we don't have access to the on-line journal, and the author does not have a copy on their website). If you want to reference a piece of research (the primary source) that is itself cited in the text you are reading (the secondary source) then you must refer to both the primary source and the secondary source in your citation (demonstrated below).

... if intrinsically motivated (Scott, 1998, as cited in Lee et al., 2007c).

**Citations for quotes:** Wherever possible you should try to paraphrase quotes (i.e., put into your own words). However, if this is not possible, you must always have the reference information, as well as the page number where the quote was found (see below).

... “students should focus on understanding material, rather than rote memorisation” (Smith et al., 2008, p. 134).

## Reference List

The reference list appears at the end of your essay or report. It includes all of the full reference details for the pieces of work that you have read and cited throughout your paper and is compiled with the first author’s surname in alphabetical order. It does not include articles, books, etc. that you have read but then decided not to include in your paper. It appears at the end of your coursework, before any appendices. There is only one list – you do not have a separate list for journals, books, and websites. It is a block of text, double-spaced like the rest of your essay, and bullet points should not be used. Different kinds of work have different styles for referencing them correctly, which will be outlined below. In the examples, pay close attention to the use of punctuation marks, as well as where italics and capital letters are used. For example:

Smith, A. N., Perkins, J. K., & Davis, L. (2007). Consistency and colouring of the human brain. *Journal of Brainiatrics*, 23, 91-102.

Note the following important elements:

- Commas after surnames, blocks of initials, and parts of the volume’s description.
- Full stops after each initial, after the date, after the title, and after the reference as a whole.
- Spaces between initials.
- Brackets around the date and issue number.
- Italics for the journal name.
- No capitals for the title, other than the first word or proper nouns (even if they are used in the original paper), and the first word following a colon.
- Capitals in the journal name.

Some of these requirements vary for each element depending on the kind of work you are referencing, so pay close attention to the examples. These small details may seem insignificant and frustrating to get right, but it must be emphasised that they are scrutinised by markers.

no

### **Used a citation from a secondary source?**

If you have used this, in the reference page you will only reference the secondary source. You will not reference the primary source, as you did not read this. With the example above, you would provide the full reference for Lee et al. (2007c), with no mention of Scott (1998).

all  
in

reference list.

Note that matter how many authors wrote a paper, they are included the

Refer to the following examples for how to construct each reference correctly.

### **Journal Articles**

Note that in the following example we have the volume number (24) and the issue number (1). For some journals no issue number is available, and in these cases you will just have the volume number. An issue number is only needed if each issue begins at page 1. Also, note that the volume, like the journal title, is in italics, while the issue number is not.

Smith, A. B., & Clark, E. (1995). Unlimited thinking. *Cognitive Psychology*, 24(1), 9-15.

### **Books**

Note that in the following example we have the edition number. This is only required when there is more than one edition.

Berkowitz, L. (1980). *A survey of social psychology* (3rd ed.). New York: Holt.

### **Book chapter**

Jones, B., Brookes, C. B., & Smith, A. L. (1992). Problem patients. In *Psychotherapy research* (Vol. 2, pp. 34-55). Springfield, IL: Erlbaum.

### **Edited book**

Wall, T. D. (Ed.). (1987). *The human side of manufacturing technology*. Chichester: Wiley.

### **Edited book chapter**

Petrie, K. (1981). Life stress and illness: Formulation of the issue. In B. S. Dohrenwend & B. P. Dohrenwend (Eds.), *Stressful life events and their context* (Rev. ed., pp. 345-401). New York: Wiley.

### **Reports**

Association of Chief Officers of Probation. (1997). *Position statement on electronic monitoring*. London: HMSO.

Klaasen, C. (1996). *Predicting aggression in psychiatric inpatients using ten historical risk factors: Validating the 'H' in the HCR-20*. Burnaby, British Columbia, Canada: Simon Fraser University, Department of Psychology.

### **Unpublished theses/dissertations**

Beck, G. (1992). *Bullying amongst incarcerated young offenders*. Unpublished master's thesis, Birkbeck College, University of London.

### **Conference papers**

Note that if proceedings are published regularly, treat them as a periodical reference.

Deci, E. L., & Ryan, R. M. (1991). A motivational approach to self. Integration in personality. In R. Dienstbier (Ed.). *Nebraska Symposium on Motivation: Vol. 38. Perspectives on motivation* (pp. 237-288). Lincoln: University of Nebraska Press.

### **In press/unpublished/submitted**

Smith, A. B., & Clark, E. (in press). Unlimited thinking. *Cognitive Psychology*.

Black, P. T. (1999). *Educational level as a predictor of success*. Unpublished manuscript.

Black, P. T. (1999). *Educational level as a predictor of success*. Manuscript submitted for publication.

### **Electronic sources**

In some cases you may need to use information you found on the internet. Generally, websites should only be used when they are from a reliable source (e.g., newspaper, government sites). In this case you would want the author surname(s), date of publication, title of piece (journal or book title if appropriate), date retrieved, and full URL.

Department for Children, Schools, and Families. (n.d.). *Don't suffer in silence*. Retrieved August 11, 2008 from <http://www.education.gov.uk/>

### **Other general points**

In some cases (for all references), and especially for electronic sources, you cannot find some of the required information. In these cases you can use the following abbreviations:

- Author not given, use "Anonymous"
- No date, use "n.d."
- No place (sine loco), use "S.l."
- No publisher (sine nomine), use "s.n."
- Not known, use "n.k."